Lamarque Elementary School

2014-15 School Improvement Plan

Lamarque Elementary School

3415 LAMARQUE AVE, North Port, FL 34286

www.sarasotacountyschools.net/lamarque

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	Yes	65%

Alternative/ESE Center	Charter School	Minority
No	No	30%

School Grades History

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

School Board Approval

This plan was approved by the Sarasota County School Board on 11/18/2014.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	4	Jim Browder

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Lamarque Elementary School is to prepare students to achieve the highest learning standards by providing a challenging curriculum that meets individual student needs and promotes active learning in a technology-rich and collaborative environment.

Provide the school's vision statement

The vision of Lamarque Elementary School is to embrace a community of learners that promotes pride and respect for others, celebrates individual differences, challenges students and fosters life-long learning for success in the real world.

School Environment

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

Lamarque has several programs such as Positive Behavior Support (PBS) and Community of Caring designed to teach and acknowledge the traits of model citizens. For this we can refer to our vision, "The vision of Lamarque Elementary School is to embrace a community of learners that promotes pride and respect for others, celebrates individual differences, challenges students and fosters life-long learning for success in the real world." To realize this mission for every child, we utilize resources to succeed in having this impact on students.

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

Lamarque works towards creating a safe environment for learning by promoting positive interactions in every setting and situation.
Lamarque utilizes student safety leaders called Safety Patrols, who have arrival and dismissal duties. These students apply for a "position," and must be recommended by staff members as being positive safety role models for the school.
Support staff are on duty at various safety posts to monitor a safe and orderly arrival and dismissal. Students are also rewarded for appropriate safe behavior throughout the day by all teachers and staff using the King Cash system for safe and orderly behavior.

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

Lamarque's school-wide behavior system begins with assemblies twice a year to review the expectations of Being Respectful, Being Responsible and Being Safe! On the morning newscast we recognize students, classes, teachers, volunteers, etc. for demonstrating these values. Students are awarded King Cash for demonstrating model behaviors to reinforce and maintain a focus on learning. For students with behavior concerns, we institute the Multi-Tiered System of Support (MTSS) to address the function of the student's actions and respond with a plan calibrated to the level of concern. We often use a Communication form or other means of communicating with parents when student conferencing has not extinguished a specific behavior. Teachers discuss students at their

Professional Learning Community (PLC) meetings to brainstorm strategies and appropriate support for maintaining and increasing positive behaviors or decreasing negative behaviors. More frequent or severe student behaviors are addressed through office referrals to initiate further measures such as mentoring or loss of privileges. Students are assigned to mentors or to guidance sessions to work on reducing behaviors that interrupt student learning. When students do not responding to such interventions, members of the School Wide Support Team (SWST) review the student's case for additional analysis to develop a more intensive, individualized plan.

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

Lamarque has Guidance as a specials course for our 1st-3rd grade students; through specific social skills training, students learn empathy for others and positive ways to communicate with peers and adults. Guidance counselors provide instruction to classrooms and small groups based on specific concerns or topics. Teachers and teams can request lessons generated from grade level PLC meetings where behavior trends or social needs are discussed. When students require additional support, students can be referred for the Best Paws Forward mentoring program, which focuses on promotion and celebration of the students' positive choices.A specific plan is developed for each child, and mentors and students meet on a weekly basis. Positive behavior choices are reported by regular progress reports that are sent home to families. Lamarque's teachers and administration seeks out the support and collaboration of parents by meeting with them early in any and all support processes.

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

Students with excessive absences (18 or more in a year) are monitored through systematic process along with interventions. Every 3 weeks, school reports are generated to identify students "on track" to attend below 90% of the school year. The benchmarks are 5 excused, 3 unexcused, and 5 tardies a quarter. These benchmarks per quarter are aligned with the semester and annual benchmarks.
18 absences on a report= Excessive absences/ Major attendance concerns
10-17 absences on a report= Moderate attendance concerns (Interventions and incentives)
9 or fewer absences= Good attendance.

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	33	13	21	24	18	26	135
One or more suspensions	2	0	0	2	4	5	13
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	23	24	37	84

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

Indicator	Grade Level			Total
	3	4	5	
Students exhibiting two or more indicators	3	1	7	11

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

Attendance Interventions to address students trending towards Below 90% attendance include 4 Tiers: Every 3 weeks attendance reports are generated to identify students with 5 Unexcused and 9 Excused absences in a given Semester. The first intervention is the notification of attendance concerns early using agenda labels making parents aware of current absences and tardies. The next intervention includes parent contact by teacher and administration. At 5 unexcused absences the district provides a letter directly to parents. We send home "Tips" for improving attendance along with school-based notifications.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/190844.

Description

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

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

Lamarque has numerous community ties through our Business Partnerships; for example, the local Publix sponsors an annual math night during which students and staff participate in hands-on activities to apply the skills learned at school such as weighing, adding totals, choosing best buys, etc.
We also have a partnership with the North Port Police Department, whose officers provide parent training on topics such as neighborhood safety, staying in school, and using best behaviors so students and their peers can succeed academically.
Lamarque has an ongoing partnership with North Port Library; library staff attends our School Open Houses, Instructional Technology training, School Book Fair and offers special Lamarque literacy nights for reading enhancement during the year.
Our PTO and PALS organization works closely with administration and staff to connect our parent events to a community vendor or organization to foster deeper local relationships among school and community.
Each year, we host a school-wide Veteran's Day celebration; Lamarque honors our local local North Port veterans by inviting them to speak and receive awards in recognition of their service.
Our business partnerships with restaurants such as Chik-fil-A and Beef O Brady's enhance family and community relationships by hosting family fun nights and providing teacher and student discounts for good behavior and academic performance.

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
Johnson, Brandon	Principal
Jenkins, Cori	Guidance Counselor
Hughes, Michele	Guidance Counselor
Schwartz, Nina	Instructional Coach
Bailey, Nina	Instructional Coach
Marchewka, Leah	Psychologist
Odenweller, Julie	Attendance/Social Work
Knarr, Jessica	Teacher, ESE
Thompson, Troy	Assistant 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 will employ a continuous improvement model to create the SIP as outlined in this document. Input will be gathered from the grade level teams, the SAC and district teams composed of specialists in the areas of instructional expertise. On a monthly basis, the District-based Leadership Team in collaboration with School-based Leadership Team will oversee the implementation of the SIP Plan.

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

The MTSS Leadership Team meets weekly to review summative and formative data to determine school, grade and individual student academic needs. During weekly meetings with general education teachers, individual student concerns are discussed to identify academic areas of concern and to develop individual intervention plans. Based on the data review, instructional strategies will be identified and a timeline of implementation will be constructed. Student progress will be monitored and individual cases reviewed periodically to determine progress and reassess further instructional interventions.

Title I is a federally funded program designed to address the academic needs of low performing students through additional academic support, parent training and staff development. Title I schools have a high percentage of economically disadvantaged students. Our goal is to assist them in meeting the state's high standards, particularly in the areas of reading, writing, science and mathematics.

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

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

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

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

SAI funds will be coordinated with Title I funds to provide supplemental instruction for Level 1 readers and support for teachers at Lamarque Elementary School.

The district provides violence and drug prevention programs that incorporate bullying prevention, suicide prevention, internet safety and personal safety.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Brandon Johnson	Principal
Wendy Lioon	Teacher
Mary Scully	Teacher
Donna Schmunk	Teacher
Cindi Porinchak	Teacher
Kim Campos	Teacher
Galina Melnichuk	Teacher
Melissa Fulton	Parent
Jennifer Guin	Parent
Cathy Lambert-Power	Parent
Amanda Vozeh	Parent
Debbie Lewis	Parent
David Warning	Business/Community

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The School Advisory Council reviewed the SIP throughout the year to ensure we were meeting the needs of the students. The committee evaluated our goals from last year and discussed the improvements needed for next year. The input from the committee helped create the SIP this year.

Development of this school improvement plan

Assist in the development of the SIP and provide recommendations on specific components of the plan, such as goals of the school, indicators of school and student progress, strategies, and evaluation procedures to measure student performance. Final decision-making related to school improvement is made by SAC.

Preparation of the school's annual budget and plan

The school's annual budget was planned for the school year. It included school improvement funds allocated for the numerous committees focused on student improvement. SAC meets to review and approve funds as a part of the startegic plan.

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

Professional Development Materials/ Trainings
- Inquiry Circles in Action, Working Memory: Instruction and Assessment
Common Core Team Supports- Total PD $8,000
Before and After-school Tutoring Program- $30,000
Content Area Family Nights- $10,000

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
Johnson, Brandon	Principal
Thompson, Troy	Assistant Principal
Bontrager, Amy	Teacher, K-12
Purdin, Tammi	Teacher, K-12
Carrico, Jennifer	Teacher, K-12
Schwartz, Nina	Instructional Coach
Porinchak, Cindi	Instructional Coach
Knarr, Jessica	Teacher, ESE
Bailey, Nina	Instructional Coach
Smith, Gina	Teacher, K-12
O'Day, Janice	Teacher, K-12
Olsson, Susan	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

Florida Standards Leadership Team (FSLT) meets regularly to plan and implement literacy promotion.
Quarterly progress monitoring for all students and running records for tier 2 & 3 students
Increased exposure to non-fiction literature across the curriculum.
Increase student achievement through strategies that address targeted skill deficit areas
Monitor the student mastery of objectives as outlined in the Instructional Focus Guide
Maintain and enhance our Parent Resource Library.
Lamarque hosts several book fairs and media nights each year.

Teacher teams provide school events such as Dr. Seuss Day to engage students in literacy. Partnering with district office to provide professional development for parents and staff in reading.

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

Grade level teams meet weekly for their PLC meeting. During these meetings, they discuss student data, student concerns, effective teaching strategies and interventions. Teachers plan together and build relationships through collaborative planning. Teachers share lesson plans, flip charts and assessment materials to ensure consistency of instruction and assessment at their grade levels.

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

The Administration pairs new teachers with veteran teacher mentors who provide ongoing monitoring. The principal schedules regular meetings with new teachers to provide ongoing dialogue and support. The SCIP mentor leader, Mary Pedro, is a first grade teacher selected for her high level of teaching pedagogy and long-standing positive relationships with staff. Her expertise as both an instructor and mentor supports other SCIP mentors who meet regularly under her skilled guidance.
Additionally, Lamarque's instructional support staff is comprised of resource teachers, liaisons, counselors and curriculum specialists who provide regular support in data analysis, progress monitoring and best instructional practices.

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

New teachers are to complete the SCIP mentoring program with the support of mentoring teachers who are paired based on experience in specific grade levels or expertise in specialized areas. Pairings include:
Mary Pedro and Natasha Southerland, Nina Schwartz and Louisa Daniele, Kim Campos and Robin Morrissey-Jones. The mentoring program includes regular on-site meetings to provide school and district wide information, and a safe place for professional support with experienced mentors.

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

Our ELA program, Reading Wonders, is aligned to the standards, but our math program doesn't properly align to the current standards. To ensure our materials and programs are aligned to Florida standards in math, we supplement our core instructional program with OnCore Math; and use i-Ready technology, an Instructional Learning System; this learning system provides a plethora of instructional strategies and materials designed to meet Florida alignment requirements. The district also created Instructional Focus Guides that provide resources that are aligned to the Florida Standards. Additionally, math training is planned for all staff and families with district math specialists.

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

The school uses data to make instructional decisions and to differentiate instruction. Based on performance data, the teacher provides supplemental instruction to help both struggling students and advanced students reach their potential. Additionally, all teachers input data into a progress monitoring sheet that is housed on our SharePoint site and accessible to all stakeholders. After reviewing the data, students who are struggling are seen by a instructional resource teacher and/or pulled for small group instruction by the teacher to work on targeted skills. After several weeks of interventions or small group work, students continuing to struggle are brought to MTSS team; this heightens the school's collective awareness of these students and provides the springboard for implementing more intensive instructional services and closer progress monitoring of specific skill mastery.

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: 14,400

For students with skill deficits based on standardized tests or current classroom performance data, Lamarque provides before school tutoring in our school's literacy lab that strengthens foundation skills in Reading and Math. Additionally, Lamarque has an after school Explorer's Club Program that engages students in enrichment activities based on curriculum themes such as investigations, safety and health. The enrichment programs focus on reading, math, writing and science.

Strategy Rationale

The rationale for this extended-day support is to provide students with both supplemental support and enrichment in one or more of the core assessed areas (math, science, reading) prior to or after their regular school day; providing the supplemental instruction outside the school day allows students to remain in their regular classrooms so that learning during the day is not interrupted.

Strategy Purpose(s)

   • Enrichment

Person(s) responsible for monitoring implementation of the strategy
Long, Mindy, mindy.long@sarasotacountyschools.net

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

Students participating in tutoring program will be assessed in the target skills by district benchmarks, state measures (FSA, FAIR, and SAT10), i-Ready and Classroom assessments. Reports are generated to determine if progress in being made in the focus areas and to make adjustments if needed. Continued progress monitoring can also be viewed and analyzed by SWST/ MTSS team if more support is required.

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Every year in the spring, Lamarque Elementary School has a Kindergarten Orientation which allows preschoolers and their families to visit the school. Parents receive information and brochures about the school, including policies and procedures to start the next year. Parents meet with the kindergarten teachers and the school administrators. District staff participate to assist in kindergarten registration and to answer questions about student transition to kindergarten. Students and parents visit classrooms, which helps outline expectations for the kindergarten year. In addition, there is dialogue between Lamarque Elementary School and its feeder preschools to support the kindergarten program. Our teachers screen students during the summer to assess readiness skills of our incoming kindergardeners, and our district offers a VPK program during May and June to help transition students.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

One of the main ways in which Lamarque promotes college and career readiness is by having community professionals visit our campus and offer courses to our students. For example, our students receive a several-week course offered by Junior Achievement program; this enables students to receive lessons from community members and make school-to-career connections. Many of our classrooms have working relationships with area dentists; these dentists visit the classroom and provide lessons on good eating habits and dental care. The University of South Florida is another community partner who provides on-site lessons on proper diet and nutrition. The Audubon Society provides a bird-watching program for several of our grade level classes; students learn about various bird species, and go on bird-watching walks around campus.
The after school Explorers Club has a variety of community professionals visit the classroom to share information on topics such as: environmental awareness, proper diet, safety and scientific research. Having community members regularly on campus connects our students and school to our North Port community in an authentic manner.

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. By the year 2015, there will be a minimum of a 4% increase in the percentage of students Grades 3-5 demonstrating Reading proficiency (Level 3,4,5) as measured by the Florida Standards Assessment.

G2. By the year 2015, there will be a minimum of a 4% increase for all student subgroups (SWD, African American, ELL, White) in Grades 4-5 demonstrating an annual learning gain in Reading as measured by the FSA.

G3. By the year 2015, there will be a minimum of a 4% increase in the number of students demonstrating learning gains in the lowest quartile in Reading Grades 4 and 5.

G4. By the year 2015, there will be a minimum of a 4% increase in the percentage of students Grades 3-5 demonstrating Mathematics proficiency (Level 3,4,5) as measured by the FSA.

G5. By the year 2015, there will be a minimum of a 4% increase for all student subgroups (SWD, Economically Disadvantaged, ELL, African American, White) in Grades 4-5 demonstrating an annual learning gain in Mathematics as measured by the FSA.

G6. By the year 2015, there will be a minimum of a 4% increase in the number of students demonstrating learning gains in the lowest quartile in Mathematics Grades 4 and 5.

G7. By the year 2015, there will be a minimum of a 4% increase in the number of 5th Grade students demonstrating Science Proficiency (Level 3,4,5) as measured by the FCAT 2.0 Science assessments.

Strategic Goals Detail

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

G1. By the year 2015, there will be a minimum of a 4% increase in the percentage of students Grades 3-5 demonstrating Reading proficiency (Level 3,4,5) as measured by the Florida Standards Assessment. 1a

G038192

Targets Supported 1b

Indicator	Annual Target
FAA Reading Proficiency	70.0

Resources Available to Support the Goal 2

- i-Ready is an ILS program that works with students in the area of reading

- Books supplied to Teachers participating in PD "Inquiry Circles in Action" "Working Memory"

- Webb's DOK and New Florida Standards materials.

- Scholastic Readers- Guided Reading Sets

Targeted Barriers to Achieving the Goal 3

- Lack of reading application skills, comprehension, informational text, literary analysis.

- Limited amount of time during school day for direct interventions in foundation skills.

- Lack of exposure to Complex Text including Non-fiction materials.

- Lack of Parent Involvement in supporting reading at home

Plan to Monitor Progress Toward G1. 8

Student Performance on Reading Assessments

Person Responsible
Brandon Johnson

Schedule
Monthly, from 9/8/2014 to 5/29/2015

Evidence of Completion
Performance on Grade Level Assessments- Reading Wonders, i-Ready Reading, FAIR, FSA

G2. By the year 2015, there will be a minimum of a 4% increase for all student subgroups (SWD, African American, ELL, White) in Grades 4-5 demonstrating an annual learning gain in Reading as measured by the FSA. `1a`

Targets Supported `1b`

🔍 G038193

Indicator	Annual Target
AMO Reading - African American	67.0
AMO Reading - ELL	55.0
AMO Reading - White	78.0
AMO Reading - SWD	55.0

Resources Available to Support the Goal `2`

- i-Ready is an ILS program that works with students in the area of reading
- "Inquiry Circles in Action" book for Staff members
- Webb's DOK and New Florida Standards materials.

Targeted Barriers to Achieving the Goal `3`

- Lack of reading application skills, comprehension, informational text, literary analysis.
- Limited amount of time during school day for direct interventions in foundation skills.
- Lack of exposure to Complex Text including Non-fiction materials.

Plan to Monitor Progress Toward G2. `8`

Student Performance on Reading Assessments

Person Responsible
Brandon Johnson

Schedule
Monthly, from 9/8/2014 to 5/29/2015

Evidence of Completion
Performance on Grade Level Assessments- Reading Wonders, i-Ready, FAIR, FSA

G3. By the year 2015, there will be a minimum of a 4% increase in the number of students demonstrating learning gains in the lowest quartile in Reading Grades 4 and 5. 1a

G038194

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	78.0

Resources Available to Support the Goal 2

- i-Ready is an ILS program that works with students in the area of reading
- "Inquiry Circles in Action" book for Staff members
- Webb's DOK and New Florida Standards materials.
- Supplementary Instructional Materials- Provided by Intervention and Resource Teachers

Targeted Barriers to Achieving the Goal 3

- Lack of reading application skills, comprehension, informational text, literary analysis.
- Limited amount of time during school day for direct interventions in foundation skills.

Plan to Monitor Progress Toward G3. 8

Student Performance on Reading Assessments

Person Responsible
Brandon Johnson

Schedule
Monthly, from 9/8/2014 to 5/29/2015

Evidence of Completion
Performance on Grade Level Assessments- Reading Wonders, i-Ready, FAIR, FSA Reading

G4. By the year 2015, there will be a minimum of a 4% increase in the percentage of students Grades 3-5 demonstrating Mathematics proficiency (Level 3,4,5) as measured by the FSA. 1a

🔑 G038195

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	72.0

Resources Available to Support the Goal 2

- i-Ready is an ILS program that works with students in the area of math

- Pearson Succesnet Online materials and assessments for enVision Math

- Math Fluency Probes

Targeted Barriers to Achieving the Goal 3

- Lack of Mathematics Fluency- Basic Facts

- Parent Involvement and understanding of Mathematics shifts

Plan to Monitor Progress Toward G4. 8

Student Performance on Mathematics Benchmarks

Person Responsible
Brandon Johnson

Schedule
Monthly, from 9/8/2014 to 5/29/2015

Evidence of Completion
Performance on Grade Level Assessments- enVision Assessments, i-Ready Mathematics Gains, District Benchmarks, FSA Mathematics, Increased Parent comfort and support for student Math fluency, Parent Surveys.

G5. By the year 2015, there will be a minimum of a 4% increase for all student subgroups (SWD, Economically Disadvantaged, ELL, African American, White) in Grades 4-5 demonstrating an annual learning gain in Mathematics as measured by the FSA. `1a`

Targets Supported `1b`

🔍 G038196

Indicator	Annual Target
AMO Math - SWD	59.0
AMO Math - ED	68.0
AMO Math - ELL	62.0
AMO Math - African American	49.0
AMO Math - White	75.0

Resources Available to Support the Goal `2`

- i-Ready is an ILS program that works with students in the area of math

- Fluency Probes

Targeted Barriers to Achieving the Goal `3`

- Limited amount of time during the school day for direct interventions in fundamental math skills.

- Lack of Mathematics fluency (+,-,x,/)

- Lack of Parent Involvement and Parent understanding of Mathematics shifts

Plan to Monitor Progress Toward G5. `8`

Students included in the identified subgroups demonstrating progress towards annual learning gains in mathematics on on-going assessments.

Person Responsible
Troy Thompson

Schedule
Monthly, from 9/8/2014 to 5/29/2015

Evidence of Completion
Performance on enVision Math assessments (weekly), i-Ready Math, District Benchmarks, FSA, Mathematics assessments.

G6. By the year 2015, there will be a minimum of a 4% increase in the number of students demonstrating learning gains in the lowest quartile in Mathematics Grades 4 and 5. 1a

G038197

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	50.0

Resources Available to Support the Goal 2

- i-Ready is an ILS program that works with students in the area of math

Targeted Barriers to Achieving the Goal 3

- Lack of Mathematics Fluency- Basic Facts (+,-,x,/)

- Limited amount of time during school day for direct interventions in foundation skills.

- Parent Involvement and Understanding of Mathematics shifts

Plan to Monitor Progress Toward G6. 8

Students in the lowest-quartile demonstrating progress towards annual learning gains in mathematics on on-going assessments.

Person Responsible
Nina Schwartz

Schedule
Monthly, from 9/8/2014 to 5/29/2015

Evidence of Completion
Performance on enVision Math assessments (weekly), i-Ready Math, District Benchmarks, FSA Mathematics assessments.

G7. By the year 2015, there will be a minimum of a 4% increase in the number of 5th Grade students demonstrating Science Proficiency (Level 3,4,5) as measured by the FCAT 2.0 Science assessments. `1a`

🔑 G038198

Targets Supported `1b`

Indicator	Annual Target
FCAT 2.0 Science Proficiency	65.0

Resources Available to Support the Goal `2`

- Science Leveled Readers- Fusion

- Science Interactive Lab

- Safari Live- Science Video Access

Targeted Barriers to Achieving the Goal `3`

- Lack of Inquiry Skills and questioning

- Need for Parent Involvement

- Lack of Scientific vocabulary

Plan to Monitor Progress Toward G7. `8`

Integrating Inquiry skills across the curriculum, build Scientific understanding using Science content, use science terminology accurately, and engaging in the Scientific method.

Person Responsible

Nina Schwartz

Schedule

Monthly, from 9/8/2014 to 5/29/2015

Evidence of Completion

Student Performance on Fusion Assessments, Florida Achieves (Science), and Science projects (Annual Science Fair)

Action Plan for Improvement

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

Problem Solving Key

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

`1` = Problem Solving Step 🔑 `S123456` = Quick Key

G1. By the year 2015, there will be a minimum of a 4% increase in the percentage of students Grades 3-5 demonstrating Reading proficiency (Level 3,4,5) as measured by the Florida Standards Assessment. `1`

🔑 G038192

G1.B1 Lack of reading application skills, comprehension, informational text, literary analysis. `2`

🔑 B091803

G1.B1.S1 i-Ready Program in Literacy Labs `4`

🔑 S102698

Strategy Rationale

Action Step 1 `5`

i-Ready Reading ILS

Person Responsible

Nina Schwartz

Schedule

Monthly, from 10/6/2014 to 5/29/2015

Evidence of Completion

i-Ready Student Report

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

i-Ready ILS Program

Person Responsible

Nina Schwartz

Schedule

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

Evidence of Completion

i-Ready Response to Instruction Reports and Diagnostic Class Rports

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

i-Ready ILS Program

Person Responsible

Brandon Johnson

Schedule

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

Evidence of Completion

Response to Instruction Report and Diagnostic Class Reports

G1.B1.S2 Before/ After-school Tutoring program for Intervention Grades 1-5 4

S102699

Strategy Rationale

Action Step 1 5

Before/ After-school Tutoring Program for Interventions in Reading.

Person Responsible

Mindy Long

Schedule

Weekly, from 9/29/2014 to 3/27/2015

Evidence of Completion

Performance on Reading Wonders passages, gains in i-Ready Reading, FAIR,and FSA

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

Student Reading Performance

Person Responsible

Nina Schwartz

Schedule

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

Evidence of Completion

Reading Assessments over the intervention periods

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

Student Reading Performance- Closing achievement gap

Person Responsible

Brandon Johnson

Schedule

On 5/29/2015

Evidence of Completion

Reading Assessments over the intervention period

G1.B2 Limited amount of time during school day for direct interventions in foundation skills. 2

B091804

G1.B2.S1 Providing Before/ After-school Tutoring with a focus on strengthening foundation skills to extend learning time in reading Grades 1-5. 4

S102700

Strategy Rationale

Action Step 1 5

Before/ After-school Tutoring Additional Intervention

Person Responsible

Mindy Long

Schedule

Weekly, from 9/29/2014 to 3/27/2015

Evidence of Completion

Target List of 2-5 Grade Students

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

Student Progress in Reading Interventions

Person Responsible

Nina Schwartz

Schedule

On 5/29/2015

Evidence of Completion

Reading Benchmarks, FAIR, i-Ready, FSA

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

Student Progress in Reading Interventions

Person Responsible

Brandon Johnson

Schedule

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

Evidence of Completion

Reading Benchmarks, FAIR, i-Ready, FSA

G1.B4 Lack of Parent Involvement in supporting reading at home `2`

🔑 B091806

G1.B4.S1 Parent Involvement Institute- Content Area Family Nights to support reading at home and building critical thinkers/ critical readers.. `4`

🔑 S102702

Strategy Rationale

Action Step 1 `5`

Parent Involvement Institute- Training Sessions (Reading/ ELA)

Person Responsible

Nina Bailey

Schedule

Monthly, from 9/8/2014 to 5/29/2015

Evidence of Completion

Parent Surveys, Reading Performance demonstrating independent reading at home.

Plan to Monitor Fidelity of Implementation of G1.B4.S1 `6`

Parent Involvement Institute- Training Sessions (Reading/ELA)

Person Responsible

Troy Thompson

Schedule

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

Evidence of Completion

Parent Surveys, Reading Performance demonstrating independent reading at home.

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 `7`

Parent Involvement Institute- Training Sessions (Reading/ELA)

Person Responsible

Nina Bailey

Schedule

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

Evidence of Completion

Parent Surveys, Reading Performance demonstrating independent reading at home.

G2. By the year 2015, there will be a minimum of a 4% increase for all student subgroups (SWD, African American, ELL, White) in Grades 4-5 demonstrating an annual learning gain in Reading as measured by the FSA. 1

G038193

G2.B1 Lack of reading application skills, comprehension, informational text, literary analysis. 2

B091807

G2.B1.S1 i-Ready Reading Program in Literacy Labs 4

S102703

Strategy Rationale

Action Step 1 5

i-Ready in Literacy Labs

Person Responsible

Troy Thompson

Schedule

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

Evidence of Completion

SuccessMaker Reading Course and Skills Reports demonstrating gains in course levels

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

i-Ready ILS in Literacy Labs

Person Responsible

Troy Thompson

Schedule

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

Evidence of Completion

i-Ready student report demonstrating gains in course levels

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

i-Ready ILS in Literacy Labs

Person Responsible

Troy Thompson

Schedule

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

Evidence of Completion

i-Ready Student Reportsa demonstrating gains in course levels

G2.B1.S2 Before/ Afterschool Tutoring Additional Intervention `4`

🔑 S102704

Strategy Rationale

Action Step 1 `5`

Before-school Tutoring Program for Foundation Skills in Reading

Person Responsible

Troy Thompson

Schedule

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

Evidence of Completion

Performance on Reading Wonders Weekly Passages, Gains in i-Ready Reading

Plan to Monitor Fidelity of Implementation of G2.B1.S2 `6`

Student Reading performance/ gains

Person Responsible

Troy Thompson

Schedule

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

Evidence of Completion

Performance on Reading Wonders Passages, gains in i-Ready, FAIR, FSA

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 `7`

Student Reading Performance- Closing achievement gap

Person Responsible

Troy Thompson

Schedule

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

Evidence of Completion

Reading Assessments over the intervention period- Reading Wonders passages, SuccessMaker Reading gains, FAIR

G2.B2 Limited amount of time during school day for direct interventions in foundation skills. `2`

🔑 B091808

G2.B2.S1 After-school Tutoring Program for interventions `4`

🔑 S102705

Strategy Rationale

Action Step 1 `5`

Before/ After-school Tutoring Program- Set up additional interventions in skill deficit areas for students in sub groups who perform below level in Reading

Person Responsible

Mindy Long

Schedule

Weekly, from 9/29/2014 to 3/27/2015

Evidence of Completion

Performance on Reading Wonders Passages, gains in i-Ready, FAIR, FSA.

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

Student Reading Performance

Person Responsible

Troy Thompson

Schedule

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

Evidence of Completion

Performance on Reading Wonders passages, gains in i-Ready, FAIR and FSA

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

Student Reading Performance- Closing achievement gap

Person Responsible

Brandon Johnson

Schedule

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

Evidence of Completion

Reading Assessments over the intervention period: Reading Wonders passages, i-Ready
Reading gains, FAIR

G2.B3 Lack of exposure to Complex Text including Non-fiction materials. 2

B091809

G2.B3.S1 Site Based Professional Development and Book Studies- Providing staff with professional development (e.g. Harvey and Daniels, Inquiry Circles in Action, Working Memory: Instruction and Assessment.) and CPALMS "Content Complexity Ratings" to empower teachers to support students to meet the demands of elevated text. Common Core team training and support opportunities. 4

S102706

Strategy Rationale

Action Step 1 5

Site-based Professional Development and Book Studies (e.g. "Inquiry Circles in Action," "Working Memory,") and CPALMS training, i-Ready Training (Reading and Math)

Person Responsible

Brandon Johnson

Schedule

Monthly, from 9/23/2014 to 2/26/2015

Evidence of Completion

Surveys, Work Samples, Class Products

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

Use of small group projects to enhance inquiry (Comprehension, Collaboration, Inquiry) Using learned strategies from Site-based PD in the Reading Classroom.

Person Responsible

Troy Thompson

Schedule

Quarterly, from 10/27/2014 to 5/22/2015

Evidence of Completion

Surveys, Work Samples, Class Products

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

Students merging their thinking with content by connecting, inferring, synthesizing, and reacting to information.

Person Responsible

Troy Thompson

Schedule

Quarterly, from 10/27/2014 to 5/29/2015

Evidence of Completion

Work Samples,Observations, Student and Class Products.

G3. By the year 2015, there will be a minimum of a 4% increase in the number of students demonstrating learning gains in the lowest quartile in Reading Grades 4 and 5. `1`

🔑 G038194

G3.B1 Lack of reading application skills, comprehension, informational text, literary analysis. `2`

🔑 B091810

G3.B1.S1 i-Ready Reading Program in Literacy Labs `4`

🔑 S102707

Strategy Rationale

Action Step 1 `5`

i-Ready Reading ILS in Literacy Labs- Identify Lowest Quartile

Person Responsible

Nina Schwartz

Schedule

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

Evidence of Completion

i-Ready student report demonstrating gains

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

i-Ready ILS in Literacy Labs- Instruction for Lowest Quartile

Person Responsible

Nina Schwartz

Schedule

Biweekly, from 9/29/2014 to 5/29/2015

Evidence of Completion

Gains illustrated in i-Ready Reports

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

i-Ready Reading ILS in Literacy Labs- Instruction for Lowest Quartile

Person Responsible

Nina Schwartz

Schedule

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

Evidence of Completion

Gains illustrated by i-Ready Student Report

G3.B1.S2 Providing Before-school Tutoring with a focus on strengthening foundation skills to extend learning time in reading 4

🔑 S102708

Strategy Rationale

Action Step 1 5

Before-school Tutoring Program for foundation skills in Reading (Lowest Quartile)

Person Responsible

Troy Thompson

Schedule

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

Evidence of Completion

Performance on Reading Wonders weekly passages, gains in i-Ready Reading, FAIR, and FSA

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Student Reading Performance

Person Responsible

Nina Schwartz

Schedule

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

Evidence of Completion

Performance on Reading Wonders weekly passages, gains in i-Ready, FAIR and FSA.

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

Student Reading Performance- Closing the achievement gap

Person Responsible

Troy Thompson

Schedule

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

Evidence of Completion

Reading Assessments over the intervention period: Reading Wonders passages, i-Ready gains, FAIR

G3.B2 Limited amount of time during school day for direct interventions in foundation skills. 2

🔍 B091811

G3.B2.S1 Providing Before-school Tutoring with a focus on strengthening foundation skills to extend learning time in reading 4

🔍 S102709

Strategy Rationale

Action Step 1 5

Before-school Tutoring Program for reading interventions for Lowest Quartile student Skill Deficit

Person Responsible

Troy Thompson

Schedule

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

Evidence of Completion

Performance on Reading Wonders Weekly Passages, Gains in i-Ready Reading, FAIR, FSA Reading Assessments

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Student Reading Performance

Person Responsible

Troy Thompson

Schedule

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

Evidence of Completion

Performance on Reading Wonders weekly passages, gains in i-Ready, FAIR and FSA.

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Student Reading Performance- Closing the achievement gap

Person Responsible

Brandon Johnson

Schedule

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

Evidence of Completion

Reading Assessments over the intervention period- Reading Wonders passages, i-Ready, FAIR

G4. By the year 2015, there will be a minimum of a 4% increase in the percentage of students Grades 3-5 demonstrating Mathematics proficiency (Level 3,4,5) as measured by the FSA. 1

🔑 G038195

G4.B1 Lack of Mathematics Fluency- Basic Facts 2

🔑 B091813

G4.B1.S1 Use of i-Ready Mathematics ILS that support basic mathematics facts. 4

🔑 S102710

Strategy Rationale

Action Step 1 5

i-Ready Mathematics ILS

Person Responsible

Nina Schwartz

Schedule

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

Evidence of Completion

Gains illustrated in i-Ready Student Report

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

i-Ready ILS

Person Responsible

Nina Schwartz

Schedule

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

Evidence of Completion

Gains illustrated by i-Ready Mathematics Course and Student Report

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

i-Ready Mathematics ILS

Person Responsible

Brandon Johnson

Schedule

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

Evidence of Completion

Gains illustrated by i-Ready Mathematics Class Course reports

G4.B1.S2 Before-school Tutoring program for Math Interventions to include Basic Math Facts practice.
`4`

🔍 S102711

Strategy Rationale

Action Step 1 `5`

Before school Tutoring Program for interventions in Mathematics using i-Ready

Person Responsible

Troy Thompson

Schedule

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

Evidence of Completion

Performance on Mathematics Facts and Math understanding on Benchmark Assessments, enVision Assessments, Successnet, i-Ready Reports

Plan to Monitor Fidelity of Implementation of G4.B1.S2 `6`

Student Mathematics performance- Math Fluency

Person Responsible

Troy Thompson

Schedule

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

Evidence of Completion

Performance on Mathematics Facts and Math understanding on Benchmark Assessments, enVision Assessments, Successnet

Plan to Monitor Effectiveness of Implementation of G4.B1.S2 `7`

Student Progress in Mathematics Interventions- Basic Facts ((+,-,x,/)

Person Responsible

Brandon Johnson

Schedule

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

Evidence of Completion

Performance on Mathematics Facts and Math understanding on Benchmark Assessments, enVision Assessments, Successnet

G4.B2 Parent Involvement and understanding of Mathematics shifts 2

🔑 B091814

G4.B2.S1 Parent Involvement Institute- Content Area Family Nights to support Math Standards understanding for parents/ guardians. 4

🔑 S102712

Strategy Rationale

Action Step 1 5

Parent Involvement Institute- Training Sessions (Mathematics)

Person Responsible

Nina Bailey

Schedule

Monthly, from 9/8/2014 to 5/15/2015

Evidence of Completion

Successnet, Parent Survey

Plan to Monitor Fidelity of Implementation of G4.B2.S1 6

Parent Involvement Institute- Training Sessions (Mathematics)

Person Responsible

Brandon Johnson

Schedule

On 5/29/2015

Evidence of Completion

Successnet, Parent Survey

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 7

Parent Involvement Institute- Training Sessions (Mathematics)

Person Responsible

Brandon Johnson

Schedule

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

Evidence of Completion

Successnet, Parent Survey

G5. By the year 2015, there will be a minimum of a 4% increase for all student subgroups (SWD, Economically Disadvantaged, ELL, African American, White) in Grades 4-5 demonstrating an annual learning gain in Mathematics as measured by the FSA. 1

G038196

G5.B1 Limited amount of time during the school day for direct interventions in fundamental math skills. 2

B091815

G5.B1.S1 Providing before-school tutoring with a focus on strengthening foundation skills supporting subgroups not achieving learning gains by extended the learning day. 4

S102713

Strategy Rationale

Action Step 1 5

Before-school Tutoring Program- Interventions for Subgroups in their mathematics skill deficit areas.

Person Responsible

Troy Thompson

Schedule

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

Evidence of Completion

Analysis of Target Students; Performance on enVision Math assessments (weekly), i-Ready Math gains, District Benchmarks.

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

Additional interventions for Subgroups in their mathematics skill deficit areas.

Person Responsible

Jessica Knarr

Schedule

Monthly, from 9/8/2014 to 5/29/2015

Evidence of Completion

Analysis of Target Students; Performance on enVision Math assessments (weekly), i-Ready Math gains, District Benchmarks.

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

Additional interventions for Subgroups in their mathematics skill deficit areas.

Person Responsible

Troy Thompson

Schedule

Quarterly, from 10/6/2014 to 5/29/2015

Evidence of Completion

Analysis of Target Students; Performance on enVision Math assessments (weekly), i-Ready Math gains, District Benchmarks.

G5.B2 Lack of Mathematics fluency (+,-,x,/) 2

🔍 B091816

G5.B2.S1 i-Ready Mathematics ILS 4

🔍 S102714

Strategy Rationale

Action Step 1 5

i-Ready Mathematics ILS- Specific practice and support in Math fluency.

Person Responsible

Nina Schwartz

Schedule

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

Evidence of Completion

Gains illustrated in SuccessMaker Mathematics Course and Skills Reports.

Plan to Monitor Fidelity of Implementation of G5.B2.S1 6

i-Ready Mathematics ILS- Specific practice and support in Math fluency.

Person Responsible

Cindi Porinchak

Schedule

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

Evidence of Completion

Gains illustrated in i-Ready Mathematics Course and Student Reports.

Plan to Monitor Effectiveness of Implementation of G5.B2.S1 `7`

i-Ready Mathematics ILS- Specific practice and support in Math fluency.

Person Responsible

Cindi Porinchak

Schedule

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

Evidence of Completion

Gains illustrated by i-Ready Mathematics Course Class reports in Math fluency (+,-,x,/)

G5.B2.S2 Before-school Tutoring program for Mathematics interventions to include Basic Math facts practice and improved fluency. `4`

🔍 S102715

Strategy Rationale

Action Step 1 `5`

Addition Mathematics interventions in Mathematics skill deficits- Basic Math Facts (+,-,x,/)

Person Responsible

Nina Schwartz

Schedule

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

Evidence of Completion

Performance on Mathematics Facts and Math understanding on Benchmark Assessments, enVision Assessments, Successnet

Plan to Monitor Fidelity of Implementation of G5.B2.S2 6

Student Mathematics Performance- Math fluency activities and practice.

Person Responsible

Troy Thompson

Schedule

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

Evidence of Completion

Performance on Mathematics Facts and Math understanding on Benchmark Assessments, enVision Assessments, Successnet

Plan to Monitor Effectiveness of Implementation of G5.B2.S2 7

Student Mathematics Performance- Math fluency activities and practice

Person Responsible

Nina Schwartz

Schedule

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

Evidence of Completion

Performance on Mathematics Facts and Math understanding on Benchmark Assessments, enVision Assessments, Successnet

G5.B3 Lack of Parent Involvement and Parent understanding of Mathematics shifts 2

🔑 B091817

G5.B3.S1 Parent Involvement Institute- Content Area Family Nights to Support Math Standards understanding for parents/ guardians. 4

🔑 S102716

Strategy Rationale

Action Step 1 5

Parent Involvement Institute-Training sessions (Mathematics) Planning and development of sessions

Person Responsible

Nina Bailey

Schedule

Monthly, from 9/8/2014 to 5/15/2015

Evidence of Completion

Plans and Presentation, Successnet, Parent Survey

Plan to Monitor Fidelity of Implementation of G5.B3.S1 6

Parent Involvement Institute-Training sessions (Mathematics)

Person Responsible

Troy Thompson

Schedule

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

Evidence of Completion

Plans and Presentation, Successnet, Parent Survey

Plan to Monitor Effectiveness of Implementation of G5.B3.S1 `7`

Parent Involvement Institute-Training sessions (Mathematics)

Person Responsible

Troy Thompson

Schedule

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

Evidence of Completion

Plans and Presentation, Successnet, Parent Survey

G6. By the year 2015, there will be a minimum of a 4% increase in the number of students demonstrating learning gains in the lowest quartile in Mathematics Grades 4 and 5. `1`

G038197

G6.B1 Lack of Mathematics Fluency- Basic Facts (+,-,x,/) `2`

B091818

G6.B1.S1 Use of i-Ready Mathematics ILS that support basic mathematics facts. `4`

S102717

Strategy Rationale

Action Step 1 `5`

i-Ready Mathematics ILS- Targeting Lowest quartile

Person Responsible

Cindi Porinchak

Schedule

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

Evidence of Completion

Gains illustrated in i-Ready Student Report

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

i-Ready Mathematics ILS- Lowest Quartile students

Person Responsible

Nina Schwartz

Schedule

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

Evidence of Completion

Gains illustrated in i-ReadyMathematics Course and Skills Reports in basic math facts (+,-,x,/)

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

i-Ready ILS- Monitor Lowest Quartile

Person Responsible

Brandon Johnson

Schedule

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

Evidence of Completion

Gains illustrated in i-Ready Mathematics Class Course reports

G6.B1.S2 Before-school tutoring program for Math Interventions to include Basic Math facts. `4`

S102718

Strategy Rationale

Action Step 1 `5`

Before-school Tutoring Program- Interventions in Mathematics for Lowest quartile students with a focus on skill deficits in Basic Math Facts ((+,-,x,/) using i-Ready

Person Responsible

Troy Thompson

Schedule

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

Evidence of Completion

Performance on Mathematics Facts and Math understanding on Benchmark assessments, enVision assessments, Successnet, i-Ready Reports

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

Student Mathematics performance- Math fluency

Person Responsible

Troy Thompson

Schedule

On 5/29/2015

Evidence of Completion

Performance on Mathematics Facts and Math understanding on Benchmark assessments, enVision assessments, Successnet.

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

Student Progress in Mathematics Interventions- Basic Facts (+,-,x,/)

Person Responsible

Brandon Johnson

Schedule

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

Evidence of Completion

Performance on Mathematics Facts and Math understanding on Benchmark assessments, enVision assessments, Successnet.

G6.B2 Limited amount of time during school day for direct interventions in foundation skills. `2`

🔍 B091819

G6.B2.S1 Providing Before-school Tutoring with a focus on strengthening foundation skills to extend learning in Math for lowest-quartile students. `4`

🔍 S102719

Strategy Rationale

Action Step 1 `5`

Additional Interventions for lowest-quartile students skill deficit in foundation skills.

Person Responsible

Cindi Porinchak

Schedule

Daily, from 9/8/2014 to 5/29/2015

Evidence of Completion

Performance on Mathematics assessments including; district benchmarks, enVision assessments, i-Ready Math gains, Successnet

Plan to Monitor Fidelity of Implementation of G6.B2.S1 6

Student Mathematics performance- Foundation skills

Person Responsible

Troy Thompson

Schedule

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

Evidence of Completion

Performance on Mathematics assessments including; district benchmarks, enVision assessments, i-Ready Math gains, Successnet

Plan to Monitor Effectiveness of Implementation of G6.B2.S1 7

Student Progress in Mathematics- Closing the gap with Peers

Person Responsible

Brandon Johnson

Schedule

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

Evidence of Completion

Performance on Mathematics assessments including; district benchmarks, enVision assessments, i-Ready Math gains, Successnet

G6.B3 Parent Involvement and Understanding of Mathematics shifts 2

B091820

G6.B3.S1 Parent Involvement Institute- Content Area Family Nights to support Math Standards understanding for parents and guardians. 4

S102720

Strategy Rationale

Action Step 1 5

Parent Involvement Institute- Training Sessions (Mathematics)

Person Responsible

Nina Bailey

Schedule

Monthly, from 9/8/2014 to 5/29/2015

Evidence of Completion

Successnet, Parent Surveys

Plan to Monitor Fidelity of Implementation of G6.B3.S1 6

Parent Involvement Institute- Training Sessions (Mathematics)

Person Responsible

Troy Thompson

Schedule

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

Evidence of Completion

Successnet, Parent Surveys

Plan to Monitor Effectiveness of Implementation of G6.B3.S1 `7`

Parent Involvement Institute- Training Sessions (Mathematics)

Person Responsible

Brandon Johnson

Schedule

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

Evidence of Completion

Successnet, Parent Surveys

G7. By the year 2015, there will be a minimum of a 4% increase in the number of 5th Grade students demonstrating Science Proficiency (Level 3,4,5) as measured by the FCAT 2.0 Science assessments. `1`

`G038198`

G7.B1 Lack of Inquiry Skills and questioning `2`

`B091821`

G7.B1.S1 Use of Science informational text (Leveled Readers, Integrated Science content within Reading Wonders) `4`

`S102721`

Strategy Rationale

Action Step 1 `5`

Integrating Inquiry skills across the curriculum and build Scientific understanding using Science content and engaging in the Scientific method.

Person Responsible

Troy Thompson

Schedule

Monthly, from 9/8/2014 to 5/29/2015

Evidence of Completion

Student Performance on Fusion Assessments, Florida Achieves (Science), and Science projects (Annual Science Fair)

Action Step 2 5

Providing After-school Tutoring Program with a focus on strengthening the skills in science. The Lamarque Explorers program integrates reading and math into the science curriculum.

Person Responsible

Mindy Long

Schedule

Weekly, from 9/29/2014 to 3/27/2015

Evidence of Completion

Student Performance on Fusion Assessments, Florida Achieves (Science), and Science projects (Annual Science Fair)

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

Students engaging in Scientific content and using inquiry skills across the curriculum. Science being taught regularly with inquiry as common practice.

Person Responsible

Patricia Disney

Schedule

Daily, from 9/8/2014 to 5/29/2015

Evidence of Completion

Student Performance on Fusion Assessments, Florida Achieves (Science), and Science projects (Annual Science Fair)

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

Students engaging in Scientific content and using inquiry skills across the curriculum. Science being taught regularly with inquiry as common practice.

Person Responsible

Brandon Johnson

Schedule

Monthly, from 9/8/2014 to 5/29/2015

Evidence of Completion

Student Performance on Fusion Assessments, Florida Achieves (Science), and Science projects (Annual Science Fair)

G7.B1.S2 Interactive Science Lab fostering Inquiry Skills and Scientific Method. 4

🔑 S102722

Strategy Rationale

Action Step 1 5

Providing Science Lab Experiences for PreK-5 Students to practice Scientific discovery

Person Responsible

Patricia Disney

Schedule

On 5/29/2015

Evidence of Completion

Student and Class Science Projects/ Activities

Plan to Monitor Fidelity of Implementation of G7.B1.S2 6

Implementation of Science discovery activities that allow for development and practice of Inquiry skills and questioning techniques.

Person Responsible

Brandon Johnson

Schedule

On 5/29/2015

Evidence of Completion

Student performance on Fusion assessments, Florida Achieves (Science), and Science projects (Annual Science Fair)

Plan to Monitor Effectiveness of Implementation of G7.B1.S2 `7`

Students utilizing inquiry skills and scientific method when interacting in Science content.

Person Responsible

Brandon Johnson

Schedule

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

Evidence of Completion

Student performance on Fusion assessments, Florida Achieves (Science), and Science projects (Annual Science Fair)

G7.B2 Need for Parent Involvement `2`

🔍 B091822

G7.B2.S1 Content Area Family Nights (Science) and Parent Resource Library `4`

🔍 S102723

Strategy Rationale

Action Step 1 `5`

Parent Involvement Institute- Involve parents in Scientific understanding and Inquiry skills

Person Responsible

Mindy Long

Schedule

Quarterly, from 10/23/2014 to 4/24/2015

Evidence of Completion

Increased parent attendance to (Science) Content Area Family Nights, Student Performance in Florida Achieves and Science Fusion assessments.

Plan to Monitor Fidelity of Implementation of G7.B2.S1 6

Involve parents in Scientific understanding and Inquiry skills

Person Responsible

Brandon Johnson

Schedule

Monthly, from 9/8/2014 to 5/29/2015

Evidence of Completion

Increased parent attendance to (Science) Content Area Family Nights, Student Performance in Florida Achieves and Science Fusion assessments.

Plan to Monitor Effectiveness of Implementation of G7.B2.S1 7

Involve parents in Scientific understanding and Inquiry skills

Person Responsible

Brandon Johnson

Schedule

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

Evidence of Completion

Increased parent attendance to (Science) Content Area Family Nights, Student Performance in Florida Achieves and Science Fusion assessments.

G7.B3 Lack of Scientific vocabulary 2

G7.B3.S1 Intensive direct instruction and application of Science vocabulary terms using Fusion materials. 4

Strategy Rationale

Action Step 1 5

Providing instruction and application of Science terminology.

Person Responsible

Patricia Disney

Schedule

On 5/29/2015

Evidence of Completion

Florida Achieves and Science Fusion assessments

Plan to Monitor Fidelity of Implementation of G7.B3.S1 6

Providing instruction and application of Science terminology across curriculum and during lab times.

Person Responsible

Brandon Johnson

Schedule

Monthly, from 9/8/2014 to 5/29/2015

Evidence of Completion

Florida Achieves and Science Fusion assessments

Plan to Monitor Effectiveness of Implementation of G7.B3.S1 `7`

Providing instruction and application of Science terminology across curriculum and during lab times

Person Responsible

Brandon Johnson

Schedule

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

Evidence of Completion

Science projects/ products, Florida Achieves and Science Fusion 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	i-Ready Reading ILS	Schwartz, Nina	10/6/2014	i-Ready Student Report	5/29/2015 monthly
G1.B1.S2.A1	Before/ After-school Tutoring Program for Interventions in Reading.	Long, Mindy	9/29/2014	Performance on Reading Wonders passages, gains in i-Ready Reading, FAIR,and FSA	3/27/2015 weekly
G1.B2.S1.A1	Before/ After-school Tutoring Additional Intervention	Long, Mindy	9/29/2014	Target List of 2-5 Grade Students	3/27/2015 weekly
G1.B4.S1.A1	Parent Involvement Institute- Training Sessions (Reading/ ELA)	Bailey, Nina	9/8/2014	Parent Surveys, Reading Performance demonstrating independent reading at home.	5/29/2015 monthly
G2.B1.S1.A1	i-Ready in Literacy Labs	Thompson, Troy	9/29/2014	SuccessMaker Reading Course and Skills Reports demonstrating gains in course levels	5/29/2015 daily
G2.B1.S2.A1	Before-school Tutoring Program for Foundation Skills in Reading	Thompson, Troy	9/29/2014	Performance on Reading Wonders Weekly Passages, Gains in i-Ready Reading	5/29/2015 daily
G2.B2.S1.A1	Before/ After-school Tutoring Program- Set up additional interventions in skill deficit areas for students in sub groups who perform below level in Reading	Long, Mindy	9/29/2014	Performance on Reading Wonders Passages, gains in i-Ready, FAIR, FSA.	3/27/2015 weekly
G2.B3.S1.A1	Site-based Professional Development and Book Studies (e.g. "Inquiry Circles in Action," "Working Memory,") and CPALMS training, i-Ready Training (Reading and Math)	Johnson, Brandon	9/23/2014	Surveys, Work Samples, Class Products	2/26/2015 monthly
G3.B1.S1.A1	i-Ready Reading ILS in Literacy Labs- Identify Lowest Quartile	Schwartz, Nina	9/29/2014	i-Ready student report demonstrating gains	5/29/2015 daily
G3.B1.S2.A1	Before-school Tutoring Program for foundation skills in Reading (Lowest Quartile)	Thompson, Troy	9/29/2014	Performance on Reading Wonders weekly passages, gains in i-Ready Reading, FAIR, and FSA	5/29/2015 daily
G3.B2.S1.A1	Before-school Tutoring Program for reading interventions for Lowest Quartile student Skill Deficit	Thompson, Troy	9/29/2014	Performance on Reading Wonders Weekly Passages, Gains in i-Ready Reading, FAIR, FSA Reading Assessments	5/29/2015 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B1.S1.A1	i-Ready Mathematics ILS	Schwartz, Nina	9/29/2014	Gains illustrated in i-Ready Student Report	5/29/2015 monthly
G4.B1.S2.A1	Before school Tutoring Program for interventions in Mathematics using i-Ready	Thompson, Troy	9/29/2014	Performance on Mathematics Facts and Math understanding on Benchmark Assessments, enVision Assessments, Successnet, i-Ready Reports	5/29/2015 daily
G4.B2.S1.A1	Parent Involvement Institute- Training Sessions (Mathematics)	Bailey, Nina	9/8/2014	Successnet, Parent Survey	5/15/2015 monthly
G5.B1.S1.A1	Before-school Tutoring Program- Interventions for Subgroups in their mathematics skill deficit areas.	Thompson, Troy	9/29/2014	Analysis of Target Students; Performance on enVision Math assessments (weekly), i-Ready Math gains, District Benchmarks.	5/29/2015 daily
G5.B2.S1.A1	i-Ready Mathematics ILS- Specific practice and support in Math fluency.	Schwartz, Nina	9/29/2014	Gains illustrated in SuccessMaker Mathematics Course and Skills Reports.	5/29/2015 daily
G5.B2.S2.A1	Addition Mathematics interventions in Mathematics skill deficits- Basic Math Facts (+,-,x,/)	Schwartz, Nina	9/29/2014	Performance on Mathematics Facts and Math understanding on Benchmark Assessments, enVision Assessments, Successnet	5/29/2015 weekly
G5.B3.S1.A1	Parent Involvement Institute-Training sessions (Mathematics) Planning and development of sessions	Bailey, Nina	9/8/2014	Plans and Presentation, Successnet, Parent Survey	5/15/2015 monthly
G6.B1.S1.A1	i-Ready Mathematics ILS- Targeting Lowest quartile	Porinchak, Cindi	9/29/2014	Gains illustrated in i-Ready Student Report	5/29/2015 daily
G6.B1.S2.A1	Before-school Tutoring Program- Interventions in Mathematics for Lowest quartile students with a focus on skill deficits in Basic Math Facts ((+,-,x,/) using i-Ready	Thompson, Troy	9/29/2014	Performance on Mathematics Facts and Math understanding on Benchmark assessments, enVision assessments, Successnet, i-Ready Reports	5/29/2015 daily
G6.B2.S1.A1	Additional Interventions for lowest-quartile students skill deficit in foundation skills.	Porinchak, Cindi	9/8/2014	Performance on Mathematics assessments including; district benchmarks, enVision assessments, i-Ready Math gains, Successnet	5/29/2015 daily
G6.B3.S1.A1	Parent Involvement Institute- Training Sessions (Mathematics)	Bailey, Nina	9/8/2014	Successnet, Parent Surveys	5/29/2015 monthly
G7.B1.S1.A1	Integrating Inquiry skills across the curriculum and build Scientific understanding using Science content and engaging in the Scientific method.	Thompson, Troy	9/8/2014	Student Performance on Fusion Assessments, Florida Achieves (Science), and Science projects (Annual Science Fair)	5/29/2015 monthly
G7.B1.S2.A1	Providing Science Lab Experiences for PreK-5 Students to practice Scientific discovery	Disney, Patricia	9/8/2014	Student and Class Science Projects/ Activities	5/29/2015 one-time
G7.B2.S1.A1	Parent Involvement Institute- Involve parents in Scientific understanding and Inquiry skills	Long, Mindy	10/23/2014	Increased parent attendance to (Science) Content Area Family Nights, Student Performance in Florida Achieves and Science Fusion assessments.	4/24/2015 quarterly
G7.B3.S1.A1	Providing instruction and application of Science terminology.	Disney, Patricia	9/8/2014	Florida Achieves and Science Fusion assessments	5/29/2015 one-time
G7.B1.S1.A2	Providing After-school Tutoring Program with a focus on strengthening the skills in science. The Lamarque Explorers program integrates reading and math into the science curriculum.	Long, Mindy	9/29/2014	Student Performance on Fusion Assessments, Florida Achieves (Science), and Science projects (Annual Science Fair)	3/27/2015 weekly
G1.MA1	Student Performance on Reading Assessments	Johnson, Brandon	9/8/2014	Performance on Grade Level Assessments- Reading Wonders, i-Ready Reading, FAIR, FSA	5/29/2015 monthly
G1.B1.S1.MA1	i-Ready ILS Program	Johnson, Brandon	9/29/2014	Response to Instruction Report and Diagnostic Class Reports	5/29/2015 monthly
G1.B1.S1.MA1	i-Ready ILS Program	Schwartz, Nina	9/29/2014	i-Ready Response to Instruction Reports and Diagnostic Class Rports	5/29/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.MA1	Student Progress in Reading Interventions	Johnson, Brandon	9/29/2014	Reading Benchmarks, FAIR, i-Ready, FSA	5/29/2015 quarterly
G1.B2.S1.MA1	Student Progress in Reading Interventions	Schwartz, Nina	9/29/2014	Reading Benchmarks, FAIR, i-Ready, FSA	5/29/2015 one-time
G1.B4.S1.MA1	Parent Involvement Institute- Training Sessions (Reading/ELA)	Bailey, Nina	9/15/2014	Parent Surveys, Reading Performance demonstrating independent reading at home.	5/15/2015 quarterly
G1.B4.S1.MA1	Parent Involvement Institute- Training Sessions (Reading/ELA)	Thompson, Troy	9/15/2014	Parent Surveys, Reading Performance demonstrating independent reading at home.	5/15/2015 monthly
G1.B1.S2.MA1	Student Reading Performance- Closing achievement gap	Johnson, Brandon	9/29/2014	Reading Assessments over the intervention period	5/29/2015 one-time
G1.B1.S2.MA1	Student Reading Performance	Schwartz, Nina	9/29/2014	Reading Assessments over the intervention periods	5/29/2015 quarterly
G2.MA1	Student Performance on Reading Assessments	Johnson, Brandon	9/8/2014	Performance on Grade Level Assessments- Reading Wonders, i-Ready, FAIR, FSA	5/29/2015 monthly
G2.B1.S1.MA1	i-Ready ILS in Literacy Labs	Thompson, Troy	9/29/2014	i-Ready Student Reportsa demonstrating gains in course levels	5/29/2015 quarterly
G2.B1.S1.MA1	i-Ready ILS in Literacy Labs	Thompson, Troy	9/29/2014	i-Ready student report demonstrating gains in course levels	5/29/2015 monthly
G2.B2.S1.MA1	Student Reading Performance- Closing achievement gap	Johnson, Brandon	9/29/2014	Reading Assessments over the intervention period: Reading Wonders passages, i-Ready Reading gains, FAIR	5/29/2015 quarterly
G2.B2.S1.MA1	Student Reading Performance	Thompson, Troy	9/29/2014	Performance on Reading Wonders passages, gains in i-Ready, FAIR and FSA	5/29/2015 monthly
G2.B3.S1.MA1	Students merging their thinking with content by connecting, inferring, synthesizing, and reacting to information.	Thompson, Troy	10/27/2014	Work Samples,Observations, Student and Class Products.	5/29/2015 quarterly
G2.B3.S1.MA1	Use of small group projects to enhance inquiry (Comprehension, Collaboration, Inquiry) Using learned strategies from Site-based PD in the Reading Classroom.	Thompson, Troy	10/27/2014	Surveys, Work Samples, Class Products	5/22/2015 quarterly
G2.B1.S2.MA1	Student Reading Performance- Closing achievement gap	Thompson, Troy	9/29/2014	Reading Assessments over the intervention period- Reading Wonders passages, SuccessMaker Reading gains, FAIR	5/29/2015 quarterly
G2.B1.S2.MA1	Student Reading performance/ gains	Thompson, Troy	9/29/2014	Performance on Reading Wonders Passages, gains in i-Ready, FAIR, FSA	5/29/2015 monthly
G3.MA1	Student Performance on Reading Assessments	Johnson, Brandon	9/8/2014	Performance on Grade Level Assessments- Reading Wonders, i-Ready, FAIR, FSA Reading	5/29/2015 monthly
G3.B1.S1.MA1	i-Ready Reading ILS in Literacy Labs- Instruction for Lowest Quartile	Schwartz, Nina	9/29/2014	Gains illustrated by i-Ready Student Report	5/29/2015 quarterly
G3.B1.S1.MA1	i-Ready ILS in Literacy Labs- Instruction for Lowest Quartile	Schwartz, Nina	9/29/2014	Gains illustrated in i-Ready Reports	5/29/2015 biweekly
G3.B2.S1.MA1	Student Reading Performance- Closing the achievement gap	Johnson, Brandon	9/29/2014	Reading Assessments over the intervention period- Reading Wonders passages, i-Ready, FAIR	5/29/2015 quarterly
G3.B2.S1.MA1	Student Reading Performance	Thompson, Troy	9/29/2014	Performance on Reading Wonders weekly passages, gains in i-Ready, FAIR and FSA.	5/29/2015 monthly
G3.B1.S2.MA1	Student Reading Performance- Closing the achievement gap	Thompson, Troy	9/29/2014	Reading Assessments over the intervention period: Reading Wonders passages, i-Ready gains, FAIR	5/29/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S2.MA1	Student Reading Performance	Schwartz, Nina	9/29/2014	Performance on Reading Wonders weekly passages, gains in i-Ready, FAIR and FSA.	5/29/2015 monthly
G4.MA1	Student Performance on Mathematics Benchmarks	Johnson, Brandon	9/8/2014	Performance on Grade Level Assessments- enVision Assessments, i-Ready Mathematics Gains, District Benchmarks, FSA Mathematics, Increased Parent comfort and support for student Math fluency, Parent Surveys.	5/29/2015 monthly
G4.B1.S1.MA1	i-Ready Mathematics ILS	Johnson, Brandon	9/29/2014	Gains illustrated by i-Ready Mathematics Class Course reports	5/29/2015 quarterly
G4.B1.S1.MA1	i-Ready ILS	Schwartz, Nina	9/29/2014	Gains illustrated by i-Ready Mathematics Course and Student Report	5/29/2015 monthly
G4.B2.S1.MA1	Parent Involvement Institute- Training Sessions (Mathematics)	Johnson, Brandon	9/29/2014	Successnet, Parent Survey	5/29/2015 quarterly
G4.B2.S1.MA1	Parent Involvement Institute- Training Sessions (Mathematics)	Johnson, Brandon	9/29/2014	Successnet, Parent Survey	5/29/2015 one-time
G4.B1.S2.MA1	Student Progress in Mathematics Interventions- Basic Facts ((+,-,x,/)	Johnson, Brandon	9/29/2014	Performance on Mathematics Facts and Math understanding on Benchmark Assessments, enVision Assessments, Successnet	5/29/2015 quarterly
G4.B1.S2.MA1	Student Mathematics performance- Math Fluency	Thompson, Troy	9/29/2014	Performance on Mathematics Facts and Math understanding on Benchmark Assessments, enVision Assessments, Successnet	5/29/2015 monthly
G5.MA1	Students included in the identified subgroups demonstrating progress towards annual learning gains in mathematics on on-going assessments.	Thompson, Troy	9/8/2014	Performance on enVision Math assessments (weekly), i-Ready Math, District Benchmarks, FSA, Mathematics assessments.	5/29/2015 monthly
G5.B1.S1.MA1	Additional interventions for Subgroups in their mathematics skill deficit areas.	Thompson, Troy	10/6/2014	Analysis of Target Students; Performance on enVision Math assessments (weekly), i-Ready Math gains, District Benchmarks.	5/29/2015 quarterly
G5.B1.S1.MA1	Additional interventions for Subgroups in their mathematics skill deficit areas.	Knarr, Jessica	9/8/2014	Analysis of Target Students; Performance on enVision Math assessments (weekly), i-Ready Math gains, District Benchmarks.	5/29/2015 monthly
G5.B2.S1.MA1	i-Ready Mathematics ILS- Specific practice and support in Math fluency.	Porinchak, Cindi	9/29/2014	Gains illustrated by i-Ready Mathematics Course Class reports in Math fluency (+,-,x,/)	5/29/2015 quarterly
G5.B2.S1.MA1	i-Ready Mathematics ILS- Specific practice and support in Math fluency.	Porinchak, Cindi	9/29/2014	Gains illustrated in i-Ready Mathematics Course and Student Reports.	5/29/2015 monthly
G5.B3.S1.MA1	Parent Involvement Institute-Training sessions (Mathematics)	Thompson, Troy	9/29/2014	Plans and Presentation, Successnet, Parent Survey	5/29/2015 quarterly
G5.B3.S1.MA1	Parent Involvement Institute-Training sessions (Mathematics)	Thompson, Troy	9/29/2014	Plans and Presentation, Successnet, Parent Survey	5/29/2015 monthly
G5.B2.S2.MA1	Student Mathematics Performance- Math fluency activities and practice	Schwartz, Nina	9/29/2014	Performance on Mathematics Facts and Math understanding on Benchmark Assessments, enVision Assessments, Successnet	5/29/2015 monthly
G5.B2.S2.MA1	Student Mathematics Performance- Math fluency activities and practice.	Thompson, Troy	9/29/2014	Performance on Mathematics Facts and Math understanding on Benchmark Assessments, enVision Assessments, Successnet	5/29/2015 monthly
G6.MA1	Students in the lowest-quartile demonstrating progress towards annual learning gains in mathematics on on-going assessments.	Schwartz, Nina	9/8/2014	Performance on enVision Math assessments (weekly), i-Ready Math, District Benchmarks, FSA Mathematics assessments.	5/29/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G6.B1.S1.MA1	i-Ready ILS- Monitor Lowest Quartile	Johnson, Brandon	9/29/2014	Gains illustrated in i-Ready Mathematics Class Course reports	5/29/2015 quarterly
G6.B1.S1.MA1	i-Ready Mathematics ILS- Lowest Quartile students	Schwartz, Nina	9/29/2014	Gains illustrated in i-ReadyMathematics Course and Skills Reports in basic math facts (+,-,x,/)	5/29/2015 monthly
G6.B2.S1.MA1	Student Progress in Mathematics- Closing the gap with Peers	Johnson, Brandon	9/29/2014	Performance on Mathematics assessments including; district benchmarks, enVision assessments, i-Ready Math gains, Successnet	5/29/2015 quarterly
G6.B2.S1.MA1	Student Mathematics performance- Foundation skills	Thompson, Troy	9/29/2014	Performance on Mathematics assessments including; district benchmarks, enVision assessments, i-Ready Math gains, Successnet	5/29/2015 monthly
G6.B3.S1.MA1	Parent Involvement Institute- Training Sessions (Mathematics)	Johnson, Brandon	9/29/2014	Successnet, Parent Surveys	5/29/2015 quarterly
G6.B3.S1.MA1	Parent Involvement Institute- Training Sessions (Mathematics)	Thompson, Troy	9/29/2014	Successnet, Parent Surveys	5/29/2015 monthly
G6.B1.S2.MA1	Student Progress in Mathematics Interventions- Basic Facts (+,-,x,/)	Johnson, Brandon	9/29/2014	Performance on Mathematics Facts and Math understanding on Benchmark assessments, enVision assessments, Successnet.	5/29/2015 quarterly
G6.B1.S2.MA1	Student Mathematics performance- Math fluency	Thompson, Troy	9/29/2014	Performance on Mathematics Facts and Math understanding on Benchmark assessments, enVision assessments, Successnet.	5/29/2015 one-time
G7.MA1	Integrating Inquiry skills across the curriculum, build Scientific understanding using Science content, use science terminology accurately, and engaging in the Scientific method.	Schwartz, Nina	9/8/2014	Student Performance on Fusion Assessments, Florida Achieves (Science), and Science projects (Annual Science Fair)	5/29/2015 monthly
G7.B1.S1.MA1	Students engaging in Scientific content and using inquiry skills across the curriculum. Science being taught regularly with inquiry as common practice.	Johnson, Brandon	9/8/2014	Student Performance on Fusion Assessments, Florida Achieves (Science), and Science projects (Annual Science Fair)	5/29/2015 monthly
G7.B1.S1.MA1	Students engaging in Scientific content and using inquiry skills across the curriculum. Science being taught regularly with inquiry as common practice.	Disney, Patricia	9/8/2014	Student Performance on Fusion Assessments, Florida Achieves (Science), and Science projects (Annual Science Fair)	5/29/2015 daily
G7.B2.S1.MA1	Involve parents in Scientific understanding and Inquiry skills	Johnson, Brandon	9/29/2014	Increased parent attendance to (Science) Content Area Family Nights, Student Performance in Florida Achieves and Science Fusion assessments.	5/29/2015 monthly
G7.B2.S1.MA1	Involve parents in Scientific understanding and Inquiry skills	Johnson, Brandon	9/8/2014	Increased parent attendance to (Science) Content Area Family Nights, Student Performance in Florida Achieves and Science Fusion assessments.	5/29/2015 monthly
G7.B3.S1.MA1	Providing instruction and application of Science terminology across curriculum and during lab times	Johnson, Brandon	9/29/2014	Science projects/ products, Florida Achieves and Science Fusion assessments	5/29/2015 monthly
G7.B3.S1.MA1	Providing instruction and application of Science terminology across curriculum and during lab times.	Johnson, Brandon	9/8/2014	Florida Achieves and Science Fusion assessments	5/29/2015 monthly
G7.B1.S2.MA1	Students utilizing inquiry skills and scientific method when interacting in Science content.	Johnson, Brandon	9/29/2014	Student performance on Fusion assessments, Florida Achieves (Science), and Science projects (Annual Science Fair)	5/29/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G7.B1.S2.MA1	Implementation of Science discovery activities that allow for development and practice of Inquiry skills and questioning techniques.	Johnson, Brandon	9/29/2014	Student performance on Fusion assessments, Florida Achieves (Science), and Science projects (Annual Science Fair)	5/29/2015 one-time

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 Opportuntities

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

G1. By the year 2015, there will be a minimum of a 4% increase in the percentage of students Grades 3-5 demonstrating Reading proficiency (Level 3,4,5) as measured by the Florida Standards Assessment.

G1.B1 Lack of reading application skills, comprehension, informational text, literary analysis.

G1.B1.S1 i-Ready Program in Literacy Labs

PD Opportunity 1

i-Ready Reading ILS

Facilitator

i-Ready Trainer

Participants

School-Wide

Schedule

Monthly, from 10/6/2014 to 5/29/2015

G2. By the year 2015, there will be a minimum of a 4% increase for all student subgroups (SWD, African American, ELL, White) in Grades 4-5 demonstrating an annual learning gain in Reading as measured by the FSA.

G2.B3 Lack of exposure to Complex Text including Non-fiction materials.

G2.B3.S1 Site Based Professional Development and Book Studies- Providing staff with professional development (e.g. Harvey and Daniels, Inquiry Circles in Action, Working Memory: Instruction and Assessment.) and CPALMS "Content Complexity Ratings" to empower teachers to support students to meet the demands of elevated text. Common Core team training and support opportunities.

PD Opportunity 1

Site-based Professional Development and Book Studies (e.g. "Inquiry Circles in Action," "Working Memory,") and CPALMS training, i-Ready Training (Reading and Math)

Facilitator

Principal and Assistant Principal

Participants

Classroom Teachers and instructional support staff

Schedule

Monthly, from 9/23/2014 to 2/26/2015

Technical Assistance Items

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

Budget Rollup

Summary	
Description	**Total**
Goal 1: By the year 2015, there will be a minimum of a 4% increase in the percentage of students Grades 3-5 demonstrating Reading proficiency (Level 3,4,5) as measured by the Florida Standards Assessment.	17,000
Goal 2: By the year 2015, there will be a minimum of a 4% increase for all student subgroups (SWD, African American, ELL, White) in Grades 4-5 demonstrating an annual learning gain in Reading as measured by the FSA.	30,000
Goal 7: By the year 2015, there will be a minimum of a 4% increase in the number of 5th Grade students demonstrating Science Proficiency (Level 3,4,5) as measured by the FCAT 2.0 Science assessments.	40,000
Grand Total	**87,000**

Goal 1: By the year 2015, there will be a minimum of a 4% increase in the percentage of students Grades 3-5 demonstrating Reading proficiency (Level 3,4,5) as measured by the Florida Standards Assessment.		
Description	**Source**	**Total**
B1.S1.A1		17,000
Total Goal 1		**17,000**

Goal 2: By the year 2015, there will be a minimum of a 4% increase for all student subgroups (SWD, African American, ELL, White) in Grades 4-5 demonstrating an annual learning gain in Reading as measured by the FSA.		
Description	**Source**	**Total**
B3.S1.A1 - The amount used to fund subs for the training's.	Title I Part A	30,000
Total Goal 2		**30,000**

Goal 7: By the year 2015, there will be a minimum of a 4% increase in the number of 5th Grade students demonstrating Science Proficiency (Level 3,4,5) as measured by the FCAT 2.0 Science assessments.		
Description	**Source**	**Total**
B1.S1.A2	Title I Part A	40,000
Total Goal 7		**40,000**