

Venice Elementary School



2014-15 School Improvement Plan

Venice Elementary School

150 MIAMI AVE E, Venice, FL 34285

www.sarasotacountyschools.net/veniceelementary

School Demographics

School Type

Elementary

Title I

No

Free/Reduced Price Lunch

41%

Alternative/ESE Center

No

Charter School

No

Minority

21%

School Grades History

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

School Board Approval

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

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	16
Goals Summary	16
Goals Detail	17
Action Plan for Improvement	25
Appendix 1: Implementation Timeline	38
Appendix 2: Professional Development and Technical Assistance Outlines	40
Professional Development Opportunities	41
Technical Assistance Items	44
Appendix 3: Budget to Support Goals	45

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

While performing individually and in cooperative groups, students will develop and refine life-long learning skills utilizing a variety of instructional and technological systems. This will be accomplished by an exceptionally well-qualified staff actively collaborating with motivated students, involved families, and the community in a safe, supportive environment. Every child... every day... whatever it takes.

Provide the school's vision statement

Venice Elementary cares to be a caring and compassionate school in which all staff are given professional respect, participatory management, and a wealth of teaching resources. In such an environment, Venice Elementary will produce students who possess knowledge and can utilize that knowledge interacting with others. We believe in the ability of all students, and envision no achievement gap between any disaggregated segments of our population. We desire to provide an environment for our students in which they may effectively communicate their thoughts and ideas to others and learn from one another. Venice Elementary desires to prepare our students to be healthy individuals academically, artistically, physically, and emotionally so that they may be successful participants in our society.

School Environment

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

Venice Elementary Students learn about the cultures of other students through lessons and activities during Spanish Class. Because the lessons on the Hispanic culture are so highly engaging, students build a strong bond with the Spanish teacher. Teachers in all classrooms teach about other cultures and allow students from differing heritages to share cultural information with classmates during appropriate literature and social studies lessons.

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

We are very targeted in the assignment of staff members to campus locations both before and after school to assist students with any situation that may arise. VES Is a Community of Caring school and the values of respect, responsibility, caring, trust, and family are taught weekly on the VES live news show broadcast to every classroom. Students are constantly rewarded for making respectful choice before, during, and after school hours while on campus.

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

VES is a Positive Behavior Program school and students are rewarded throughout the school day, in all campus locations for making choices that are respectful, responsible, peaceful, and show achievement. Students receive Indian bucks as payment for good choices throughout the day. Staff

are trained on the effective implementation of the PBS program through Team meetings that include the Guidance Counselor, Assistant Principal, and Principal.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The social-emotional needs of all students are met through scheduled classroom lessons with the Guidance Counselor. The Guidance Counselor also meets individually with students for targeted counseling lessons and for mediation with other students. In addition, the counselor meets with families in crisis and assist in obtaining the assistance of outside providers for counseling when necessary.

Early Warning Systems

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

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

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

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

Indicator	Grade Level					Total
	1	2	3	4	5	
Attendance below 90 percent	7	6	13	12	8	46
One or more suspensions	0	0	0	0	1	1
Course failure in ELA or Math	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	9	5	14

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

Indicator	Grade Level		Total
	4		
Students exhibiting two or more indicators	1		1

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

Conferences are held at CARE Team meetings with parents to discuss attendance and behavior and its impact on academics. The Guidance Counselor regularly meets with students and families to provide a safe and confidential avenue for the discussion of issues impacting attendance. Students identified as struggling academically are monitored and assisted through the MTSS/Rtl process. Teachers are supported in the design of effective interventions and given additional assistance from the Venice Support Team. Students are also provided the opportunity to participate in the SuccessMaker Lab before schools twice a week.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

Venice Elementary sets a target of participation by 95% of our parents in a school year. This participation includes attendance at one of our two Open House events, attendance at PTO sponsored events throughout the year, and attendance at parent conferences.

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

Venice Elementary send out letters to every family asking for family partnerships and sponsorships through community businesses. There is a staff member and PTO member trained as Business Partner Coordinators and they work closely with the businesses in our community in the support of our school and student academic and behavioral achievement.

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
Baus, Theresa	Principal
Christie, Lori	Guidance Counselor
Clem, Stephanie	Teacher, K-12
Giesel, Jen	Teacher, ESE
Hicks, Amanda	Teacher, K-12
DiPillo, Karen	Teacher, K-12
Reynolds, Sarah	Teacher, K-12
Nutten, Danielle	Teacher, ESE
Temple, Tish	Administrative Support
Williams, Kim	Teacher, K-12

Duties

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

Team Leader reviews and collects all completed forms, graphs, and data. Team Leaders review data continued in the SIP with their respective teams. Leadership team members who serve on the MTSS committee review graphs, assist in the development of interventions, and at the conclusion of Tier II, work with parents to make suggestions/requests for evaluations.

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

Guidance Counselor acts as the Coordinator. GC meets with teachers to discuss students struggling academically or behaviorally. GC provides training for MTSS process to all Team Leaders. Team Leaders coordinate for the teachers on their team the MTSS process. All necessary paperwork for teachers is on staff web site. Team Leader reviews and collects all completed forms, graphs, and data. GC schedules all school-based MTSS Team meetings. The MTSS Team meets once a week to discuss students, and interventions on all tiers.

The expenditure of all Title II funds will be determined by the Leadership Team at Venice Elementary School. The expenditure of all SAC funds will be determined by the VES School Advisory Committee.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Theresa A. Baus	Principal
Chad Lynn	Business/Community
Patti Curcio	Parent
Anita Deans	Parent
Karen DiPillo	Teacher
Heatherly Faulkner	Business/Community
Jill Flores	Teacher
Jen Haley	Parent
Stephanie Hoffman	Parent
Anita Macauley	Teacher
Mollee McFarlane	Education Support Employee
Lisa Montgomery	Teacher
Christine Pitts	Parent
Sarah Reynolds	Teacher
Lydia Rodriguez	Parent
Barb Sirpilla	Teacher
Chris Steinwachs	Teacher
Jennifer Waring	Parent
Mary Williams	Business/Community
Heather Young	Teacher
Deborah Waggoner	Parent
Megan Nisberg	Parent

Duties

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

Evaluation of last year's school improvement plan

During the school year at monthly SAC meetings, all test results and data from the previous year is shared. The growth attained or not attained is discussed in terms of targets set in the previous year's SIP.

Development of this school improvement plan

SAC will review, make suggestions, and adjustments to this plan and will be essential in the approval of this plan.

Preparation of the school's annual budget and plan

Preparation of the schools annual budget and plan is completed with input from the VES Shared Decision Making Team and SAC. This is completed in April of each year.

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

All SAC funds will be used for instructional support materials. These projects and expenditures will be determined throughout the year at monthly SAC meetings. These are not pre-determined by the principal.

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
Baus, Theresa	Principal
Clem, Stephanie	Teacher, K-12
Foster, Stephanie	Teacher, K-12
Williams, Kim	Teacher, K-12
Hicks, Amanda	Teacher, K-12
DiPillo, Karen	Teacher, K-12
Reynolds, Sarah	Teacher, K-12
Mirville, Pam	Teacher, ESE
Betts, Gretchen	Other
Temple, Tish	Administrative Support

Duties

Describe how the LLT promotes literacy within the school

The major initiatives this year will be the implementation of the Florida Standards in both Reading and Math as well as an understanding of the expectations of the new Florida Standards Assessments.

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

Positive Relationships between teachers is highly valued at Venice Elementary School. Grade Level Teams have common planning time to allow for team meeting a discussions as a Professional Learning Community. Lunch times are organized by grade levels so that teacher can develop a sense of camaraderie with one another. Meetings between grade levels above and below are scheduled during Staff meetings to allow for positive working relationships between grade levels. Finally, 2 half-days for professional development are provided for gifted teachers so that they may collaboratively plan instruction in reading and math.

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

Principal meets with grade level teams monthly. The school has an established Shared Decision Making Team and the principal fully participates to make improvements to the school in order to retain staff. Principal works closely with staff to address behavioral issues that arise in the classroom. This school has almost no turn over of staff. As a general rule, the only time a staff person leaves Venice Elementary is to retire.

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

All new teaching staff is assigned a school mentor to assist with learning and understanding the culture of our school as well as the routines and expectations. Mentors are placed with mentees based on certification and experience where possible.

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

This has been verified by the Sarasota County School Board curriculum staff working with the Florida Department of Education to ensure all core materials are aligned to the Florida Standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

All data is shared with teachers in a data notebook provided by the principal. Data discussions are held with teams and the assistant principal quarterly. Instruction is modified or supplemented through the use of guided small group instruction utilizing specialized approaching , on, and extension reading materials and work activities.

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:

NA

Strategy Rationale

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

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

NA

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

Students are invited to an open house in the spring prior to their kindergarten year to tour the school and to meet school staff. All pre-schools in the community collect data on the progress of all students as they transition into Kindergarten. These data sheets are shared with all Kindergarten staff so that our students have a smooth transition into school. In addition, the VES PTO offers many activities during the school year that prospective kindergarten students are invited to attend.

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

NA

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

NA

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

NA

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

NA

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** MATH PROFICIENCY GOALS-FSA By the year 2015, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency (across Levels 3 & 4). There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency (across Levels 3 & 4)
- G2.** MATH PROFICIENCY GOALS-FSA By the year 2015, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating an annual learning gain. There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating an annual learning gain.
- G3.** Math Lowest Quartile By the year 2015, there will be a minimum of a four percentage point increase for all students demonstrating a learning gain in the lowest quartile.
- G4.** SCIENCE GOAL FCAT 2.0 By the year 2015, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency (across Levels 3,4,5). There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency (across Levels 3,4,5)
- G5.** READING PROFICIENCY GOALS - FSA By the year 2015, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency (across Levels 3 & 4). There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency.
- G6.** Reading Learning Gain - FSA By the year 2015, there will be a minimum of a four percentage point increase for all student subgroups where 70% or more are currently demonstrating an annual learning gain. There will be a minimum of a two percentage point increase for all student subgroups where 70% or more are currently demonstrating an annual learning gain.

- G7.** Reading Lowest Quartile - FSA By the year 2015, there will be a minimum of a four percentage point increase in the number of students demonstrating a learning gain in the lowest quartile.
- G8.** Writing will be part of the ELA score. No Goals will be set.

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. MATH PROFICIENCY GOALS-FSA By the year 2015, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency (across Levels 3 & 4). There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency (across Levels 3 & 4) 1a

G038229

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	73.0
AMO Math - ED	65.0
AMO Math - ELL	60.0

Resources Available to Support the Goal 2

- Increase math teaching block at grades 3, 4, and 5 to 90 minutes; IFG and FSA curriculum objectives training focused on Math instruction and improving students' mental math skills.

Targeted Barriers to Achieving the Goal 3

- Teachers are not well versed in teaching their students to complete mental math activities nor are they accustomed to making a 90 minute math block a meaningful learning time and not a time to just add more practice. Teachers are also needing to learn a new curriculum again this year with the change from Common Core to FS. Teachers also need to incorporate the new EnCore materials into lessons and class work. Students who are in Exceptional Student Education for Reading have their scores incorporated into our disaggregated Math scores without receiving any additional assistance. Students who are learning English as a second language struggle with reading the story problem content and understanding what questions are asking in Math.

Plan to Monitor Progress Toward G1. 8

Review weekly/quarterly classroom assessments in Envision series grades 3, 4, and 5; walk-through classrooms to assess for implementation of new FS in Math.

Person Responsible

Schedule

Quarterly, from 9/25/2014 to 5/22/2015

Evidence of Completion

Spring 2015 FSA Math scores

G2. MATH PROFICIENCY GOALS-FSA By the year 2015, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating an annual learning gain. There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating an annual learning gain. 1a

G038230

Targets Supported 1b

Indicator	Annual Target
AMO Math - ED	65.0

Resources Available to Support the Goal 2

- Increase math teaching block at grades 3, 4, and 5 to 90 minutes; PD training focused on Math instruction and improving students' mental math skills based on the FS curriculum.

Targeted Barriers to Achieving the Goal 3

- Teachers are not well versed in teaching their students to complete mental math activities nor are they accustomed to making a 90 minute math block a meaningful learning time and not a time to just add more practice. In addition, teachers will need to group struggling students based on their Spring 2014 math scores in order to target missing skills.

Plan to Monitor Progress Toward G2. 8

PLC meetings with principal

Person Responsible

Theresa Baus

Schedule

Quarterly, from 9/23/2014 to 9/23/2014

Evidence of Completion

Spring 2014 FCAT Math scores

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

G038231

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	71.0

Resources Available to Support the Goal 2

- On Core Math workbooks, IFG materials and components, CPALMS, on-line resources including SuccessMaker and Extra Math

Targeted Barriers to Achieving the Goal 3

- Students scoring in the lowest quartile are often students with a Learning Disability in Reading, and therefore have a very difficult time understanding what is written in word problems.

Plan to Monitor Progress Toward G3. 8

PLC meetings with all staff

Person Responsible

Theresa Baus


Schedule

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

Evidence of Completion

Spring 2014 FAA scores in Math

G4. SCIENCE GOAL FCAT 2.0 By the year 2015, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency (across Levels 3,4,5). There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency (across Levels 3,4,5) **1a**

 G038232

Targets Supported **1b**

Indicator	Annual Target
FCAT 2.0 Science Proficiency	74.0

Resources Available to Support the Goal **2**

- New Technology/Science Lab Teacher

Targeted Barriers to Achieving the Goal **3**

- Students do not have an opportunity to complete in-depth study of the Science content and scientific vocabulary necessary for success with the fifth grade science curriculum.

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

Classroom assessments, classroom rubrics for Power Point presentations

Person Responsible

Schedule

Evidence of Completion

Spring 2014 FCAT 2.0 Science scores

G5. READING PROFICIENCY GOALS - FSA By the year 2015, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency (across Levels 3 & 4). There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency. 1a

G038233

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	85.0
AMO Reading - ELL	60.0

Resources Available to Support the Goal 2

- Reading Wonders materials, SM technology resource, reading support teacher, FAIR reports, RW assessments, SuccessMaker

Targeted Barriers to Achieving the Goal 3

- Maintaining 84% of students scoring at Level 3,4 and 5 will be difficult because 1/3 of the student scores will be based on a different population, and there is a very small margin for student error.

Plan to Monitor Progress Toward G5. 8

Review of FAIR data and MTSS data

Person Responsible

Theresa Baus

Schedule

Weekly, from 8/19/2014 to 5/22/2015

Evidence of Completion

data form FAIR, data from MTSS meetings, and FSA grades 3 -5 Reading Scores Spring 2015

G6. Reading Learning Gain - FSA By the year 2015, there will be a minimum of a four percentage point increase for all student subgroups where 70% or more are currently demonstrating an annual learning gain. There will be a minimum of a two percentage point increase for all student subgroups where 70% or more are currently demonstrating an annual learning gain. 1a

G038234

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	72.0

Resources Available to Support the Goal 2

- Weekly Reading Wonders Assessments, Reading Wonders support materials, SuccessMaker, Reading For Concepts materials, reading IFGs on the Sarasota County web page

Targeted Barriers to Achieving the Goal 3

- Students who do not show a year's growth are most often students who qualify for assistance in the Exceptional Education Program, or students who require continuing MTSS interventions as well as those who experience difficult family situations with little support for reading at home.

Plan to Monitor Progress Toward G6. 8

Review of grades and quarterly classroom assessments

Person Responsible

Theresa Baus

Schedule

Monthly, from 8/19/2014 to 5/22/2015

Evidence of Completion

Spring 2015 FSA Reading scores

G7. Reading Lowest Quartile - FSA By the year 2015, there will be a minimum of a four percentage point increase in the number of students demonstrating a learning gain in the lowest quartile. 1a

G038235

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	72.0

Resources Available to Support the Goal 2

- Reading Wonders materials, SM technology resource, FAIR reports, RW assessments

Targeted Barriers to Achieving the Goal 3

- Students who score in the lowest quartile at Venice Elementary are almost always students in our ESE program and are already receiving specialized instruction in our ESE program; or these students are receiving interventions in MTSS.

Plan to Monitor Progress Toward G7. 8

Individual meetings with ESE teachers to discuss reading instruction.

Person Responsible

Theresa Baus

Schedule

Quarterly, from 8/19/2014 to 5/22/2015

Evidence of Completion

Spring 2015 FSA Reading scores

G8. Writing will be part of the ELA score. No Goals will be set. 1a

G038236

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Resources Available to Support the Goal 2

- NA

Targeted Barriers to Achieving the Goal 3

- NA

Plan to Monitor Progress Toward G8. 8

Monthly and/or quarterly writing assessments will be given; scores from these assessments will be reviewed by the principal; teachers will meet quarterly with Guidance Counselor to discuss individual 4th grade students with a 504 for ADHD concerns

Person Responsible

Schedule

Evidence of Completion

Spring FCAT Writing scores

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

 = Problem Solving Step  S123456 = Quick Key

G1. MATH PROFICIENCY GOALS-FSA By the year 2015, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency (across Levels 3 & 4). There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency (across Levels 3 & 4) **1**

 G038229

G1.B1 Teachers are not well versed in teaching their students to complete mental math activities nor are they accustomed to making a 90 minute math block a meaningful learning time and not a time to just add more practice. Teachers are also needing to learn a new curriculum again this year with the change from Common Core to FS. Teachers also need to incorporate the new EnCore materials into lessons and class work. Students who are in Exceptional Student Education for Reading have their scores incorporated into our disaggregated Math scores without receiving any additional assistance. Students who are learning English as a second language struggle with reading the story problem content and understanding what questions are asking in Math. **2**

 B091861

G1.B1.S1 Revise the specials schedule to provide a 90 minute math block at grades 3, 4, and 5; provide school-wide trainings on the new FSA math curriculum. **4**

 S102767

Strategy Rationale

This is necessary to provide each class with a 90 minute Math block. The FS vary from the CCSS and our current core Math texts and materials do not fully support FS.

Action Step 1 **5**

Schedule Florida Standards training for Professional Day; revise Specials and other related schedules: plan for weekly after-school FSA workshops for teachers

Person Responsible

Theresa Baus

Schedule

Quarterly, from 9/22/2014 to 4/24/2015

Evidence of Completion

FS Training on August 15, 2014 and October 25, 2014; on-going math training weekly after school; revised school specials schedule

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

Classroom walk-throughs; PLC meetings with teams, IPDP meetings; Input from Team Leaders

Person Responsible

Theresa Baus

Schedule

On 9/22/2014

Evidence of Completion

Spring FSA Math scores

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

Meetings with team leaders to discuss the effectiveness of the altered schedule as well as FSA strategies taught at PD sessions; PLC discussions regarding math instruction

Person Responsible

Theresa Baus

Schedule

On 9/22/2014

Evidence of Completion

Spring FSA Math Scores

G2. MATH PROFICIENCY GOALS-FSA By the year 2015, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating an annual learning gain. There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating an annual learning gain. 1

G038230

G2.B1 Teachers are not well versed in teaching their students to complete mental math activities nor are they accustomed to making a 90 minute math block a meaningful learning time and not a time to just add more practice. In addition, teachers will need to group struggling students based on their Spring 2014 math scores in order to target missing skills. 2

B091862

G2.B1.S1 PLC meetings to develop effective strategies for planning the 90 minute math block and selecting specific lessons and materials for helping struggling students to develop mental math skills, as well as developing classroom activities for helping students master math facts. A lack of knowledge of math facts is usually a missing skill for struggling students. 4

S102768

Strategy Rationale

Action Step 1 5

PLCs meet at least twice a month to focus on the math curriculum, staff will work together to develop a deeper understanding of the IFGs and its components, and specific activities that will increase student rote memory of facts.

Person Responsible

Theresa Baus

Schedule

Biweekly, from 9/23/2014 to 9/23/2014

Evidence of Completion

Weekly Envision Math assessments

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

Classroom walk-throughs, formal observations of staff by principal, review of county-wide benchmark assessments, monthly meetings with PLCs

Person Responsible

Theresa Baus

Schedule

On 9/23/2014

Evidence of Completion

Spring 2014 FSA Math scores

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

County-wide benchmark assessments, Envision Topic Assessments, IFG Formative Assessments

Person Responsible

Theresa Baus


Schedule

Weekly, from 9/23/2014 to 5/22/2015

Evidence of Completion

Spring 2015 FSA Math scores

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

 G038231

G3.B1 Students scoring in the lowest quartile are often students with a Learning Disability in Reading, and therefore have a very difficult time understanding what is written in word problems. 2

 B091863

G3.B1.S1 Classroom teachers will add Success Maker and Extra Math as sites for students to access during technology centers. Staff will also work with struggling students at small groups on a Tier II or II level during math instruction. 4

 S102769

Strategy Rationale

The drill and practice on the computer will assist students to master math facts, and to have individual opportunities to work on concepts that have not been mastered. Small group instruction will allow students to support struggling learners in a safe environment.

Action Step 1 5

Add Success Maker and Extra Math to technology centers in classrooms.

Person Responsible

Theresa Baus

Schedule

Weekly, from 9/23/2014 to 9/23/2014

Evidence of Completion

Spring 2015 FSA scores in Math

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

Classroom walk-throughs, formal observations in classrooms

Person Responsible

Theresa Baus

Schedule

Biweekly, from 8/19/2014 to 9/23/2014

Evidence of Completion

Spring 2014 FAA scores in Math

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

Small Group Instruction in math

Person Responsible

Theresa Baus

Schedule

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

Evidence of Completion

Spring 2014 FAA scores in Math

G4. SCIENCE GOAL FCAT 2.0 By the year 2015, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency (across Levels 3,4,5). There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency (across Levels 3,4,5) 1

G038232

G4.B1 Students do not have an opportunity to complete in-depth study of the Science content and scientific vocabulary necessary for success with the fifth grade science curriculum. 2

B091864

G4.B1.S1 Students will attend the Science Lab as a function of the specials schedule and will complete hands-on experiments each time students are in the lab. Students will develop Power Points focused on specific areas of the science curriculum. Students will also focus practice in the Tech Lab on science vocabulary. 4

S102770

Strategy Rationale

Action Step 1 5

Meetings with 5th Grade PLC and Technology/Science Lab teacher to focus Science Lab curriculum

Person Responsible

Theresa Baus

Schedule

Quarterly, from 8/19/2014 to 5/22/2015

Evidence of Completion

Lab reports completed by students and Scientific process products produced in the Science Lab.

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

Classroom walk-throughs and formal observations; PLC meeting discussions

Person Responsible

Theresa Baus

Schedule

Biweekly, from 8/19/2014 to 5/22/2015

Evidence of Completion

Spring 2014 FCAT 2.0 Science scores

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

Classroom walk-throughs, formal observations

Person Responsible

Theresa Baus

Schedule

Biweekly, from 8/19/2014 to 5/22/2015

Evidence of Completion

Spring 2014 FCAT 2.0 Science scores

G5. READING PROFICIENCY GOALS - FSA By the year 2015, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency (across Levels 3 &4). There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency. 1

G038233

G5.B1 Maintaining 84% of students scoring at Level 3,4 and 5 will be difficult because 1/3 of the student scores will be based on a different population, and there is a very small margin for student error. 2

B091865

G5.B1.S1 PLC meetings at third, fourth, and fifth grade are focused on FS as well as the FSA 2015 in Reading. Teachers meet in PLC once a week to share strategies and materials. Below level students on placed into MTSS to develop effective interventions to bring students up to level. Teachers are participating in workshops on the new Reading Wonders series. 4

S102771

Strategy Rationale

PLC meetings to share strategies to teach reading is of great benefit to all team members. By helping each other in the teaching of the FS, and helping to provide interventions for struggling readers all student learning is supported.

Action Step 1 5

Plan and develop effective PLC meetings to share strategies and share reading interventions.

Person Responsible

Theresa Baus

Schedule

Weekly, from 8/19/2014 to 5/22/2015

Evidence of Completion

FCAT FSA 2015 Reading scores

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

Attend third grade team PLCs and Professional Day trainings

Person Responsible

Theresa Baus

Schedule

Quarterly, from 8/19/2014 to 5/22/2015

Evidence of Completion

Grades 3 -5 student FSA Reading scores Spring 2015

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

Review FAIR data by individual student and compare AP2 and AP2 scores; attend MTSS weekly meetings to discuss struggling students; review weekly and quarterly Reading Wonders assessment data

Person Responsible

Theresa Baus


Schedule

Weekly, from 8/19/2014 to 5/22/2015


Evidence of Completion

FCAT 2.0 grade 3 reading Spring 2014 scores

G6. Reading Learning Gain - FSA By the year 2015, there will be a minimum of a four percentage point increase for all student subgroups where 70% or more are currently demonstrating an annual learning gain. There will be a minimum of a two percentage point increase for all student subgroups where 70% or more are currently demonstrating an annual learning gain. **1**

 G038234

G6.B1 Students who do not show a year's growth are most often students who qualify for assistance in the Exceptional Education Program, or students who require continuing MTSS interventions as well as those who experience difficult family situations with little support for reading at home. **2**

 B091866

G6.B1.S1 Identify those students in grades 4 and 5 who did not make a year's growth in reading on the Spring 2014 FCAT. Target those students with additional support in the classroom during small group instruction. Review list if students on MTSS support during the 13 - 14 school year and monitor closely the success of these students in reading. Provide interventions if needed. **4**

 S102772

Strategy Rationale

Knowing students who did not make a year's growth assists teachers in identifying how to target small group instruction towards strategies for success in reading.

Action Step 1 **5**

Meet with Assistant Principal and Guidance Counselor to develop a list of students needing progress monitoring and targeted instruction in reading.

Person Responsible

Theresa Baus

Schedule

Quarterly, from 8/19/2014 to 5/22/2015

Evidence of Completion

Spring 2015 FSA Reading scores

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

Student Progress data developed from meeting between principal, assistant principal, and guidance counselor.

Person Responsible

Theresa Baus

Schedule

On 5/22/2015

Evidence of Completion

Spring 2015 FSA scores in Reading

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

PLC meetings with grades 3 -5 teachers

Person Responsible

Theresa Baus

Schedule

Quarterly, from 8/19/2014 to 5/22/2015

Evidence of Completion

Spring 2015 FSA Reading scores

G7. Reading Lowest Quartile - FSA By the year 2015, there will be a minimum of a four percentage point increase in the number of students demonstrating a learning gain in the lowest quartile. 1

G038235

G7.B1 Students who score in the lowest quartile at Venice Elementary are almost always students in our ESE program and are already receiving specialized instruction in our ESE program; or these students are receiving interventions in MTSS. 2

B091867

G7.B1.S1 Teachers will review FCAT scores by student from the previous year in the fall and set goals for each student. Teachers will use this data for developing small groups for instruction. 4

S102773

Strategy Rationale

By using last year's FCAT data, teachers will be able to identify students in the lowest quartile.

Action Step 1 5

Principal will ensure all teachers have FCAT data from the previous year. Teachers will develop small reading groups to ensure highly successful readers are challenged.

Person Responsible

Theresa Baus

Schedule

Annually, from 8/19/2014 to 9/5/2014

Evidence of Completion

Placement cards, individual teacher meetings with principal, and small groups and literacy center groups posted in the classroom.

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

PLC meetings at grades 3, 4, and 5 to discuss FCAT data and small reading groups structure and instruction; walk-throughs and formal observations

Person Responsible

Theresa Baus

Schedule

Quarterly, from 8/19/2014 to 5/22/2015

Evidence of Completion

Spring 2014 FCAT Reading scores

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

PLC meetings at grades 3, 4, and 5 to discuss FCAT data and small reading groups structure and instruction.

Person Responsible

Theresa Baus

Schedule

Quarterly, from 8/19/2014 to 5/22/2015

Evidence of Completion

Spring 2015 FSA Reading scores

G8. Writing will be part of the ELA score. No Goals will be set. 1

G038236

G8.B1 NA 2

B091868

G8.B1.S1 Teachers at the fourth grade will be given a 120 learning block for Reading and Writing. Continue to work closely with parents of students with ADHD and imbed writing strategies into 504 plans.

4

S102774

Strategy Rationale

Action Step 1 5

Change the Specials, lunch, and SM schedules to give 4th grade a 120 minute learning block; make sure all 504s are reviewed annually and are up-to-date

Person Responsible

Schedule

Evidence of Completion

Published to school staff in August, 2013

Plan to Monitor Fidelity of Implementation of G8.B1.S1 6

Meetings with staff at grade 4

Person Responsible

Schedule

Evidence of Completion

Spring 2014 FCAT Writing scores

Plan to Monitor Effectiveness of Implementation of G8.B1.S1 7

Strategies will be monitored during walk-throughs, individual meetings with teachers, and individual meetings with the Guidance Counselor

Person Responsible

Schedule

Evidence of Completion

Spring 2014 FCAT Writing scores

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	Schedule Florida Standards training for Professional Day; revise Specials and other related schedules: plan for weekly after-school FSA workshops for teachers	Baus, Theresa	9/22/2014	FS Training on August 15, 2014 and October 25, 2014; on-going math training weekly after school; revised school specials schedule	4/24/2015 quarterly
G2.B1.S1.A1	PLCs meet at least twice a month to focus on the math curriculum, staff will work together to develop a deeper understanding of the IFGs and its components, and specific activities that will increase student rote memory of facts.	Baus, Theresa	9/23/2014	Weekly Envision Math assessments	9/23/2014 biweekly
G3.B1.S1.A1	Add Success Maker and Extra Math to technology centers in classrooms.	Baus, Theresa	9/23/2014	Spring 2015 FSA scores in Math	9/23/2014 weekly
G4.B1.S1.A1	Meetings with 5th Grade PLC and Technology/Science Lab teacher to focus Science Lab curriculum	Baus, Theresa	8/19/2014	Lab reports completed by students and Scientific process products produced in the Science Lab.	5/22/2015 quarterly

Sarasota - 0211 - Venice Elementary School - 2014-15 SIP
Venice Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G5.B1.S1.A1	Plan and develop effective PLC meetings to share strategies and share reading interventions.	Baus, Theresa	8/19/2014	FCAT FSA 2015 Reading scores	5/22/2015 weekly
G6.B1.S1.A1	Meet with Assistant Principal and Guidance Counselor to develop a list of students needing progress monitoring and targeted instruction in reading.	Baus, Theresa	8/19/2014	Spring 2015 FSA Reading scores	5/22/2015 quarterly
G7.B1.S1.A1	Principal will ensure all teachers have FCAT data from the previous year. Teachers will develop small reading groups to ensure highly successful readers are challenged.	Baus, Theresa	8/19/2014	Placement cards, individual teacher meetings with principal, and small groups and literacy center groups posted in the classroom.	9/5/2014 annually
G8.B1.S1.A1	Change the Specials, lunch, and SM schedules to give 4th grade a 120 minute learning block; make sure all 504s are reviewed annually and are up-to-date		Published to school staff in August, 2013	once	
G1.MA1	Review weekly/quarterly classroom assessments in Envision series grades 3, 4, and 5; walk-through classrooms to assess for implementation of new FS in Math.		9/25/2014	Spring 2015 FSA Math scores	5/22/2015 quarterly
G1.B1.S1.MA1	Meetings with team leaders to discuss the effectiveness of the altered schedule as well as FSA strategies taught at PD sessions; PLC discussions regarding math instruction	Baus, Theresa	9/22/2014	Spring FSA Math Scores	9/22/2014 one-time
G1.B1.S1.MA1	Classroom walk-throughs; PLC meetings with teams, IPDP meetings; Input from Team Leaders	Baus, Theresa	9/22/2014	Spring FSA Math scores	9/22/2014 one-time
G2.MA1	PLC meetings with principal	Baus, Theresa	9/23/2014	Spring 2014 FCAT Math scores	9/23/2014 quarterly
G2.B1.S1.MA1	County-wide benchmark assessments, Envision Topic Assessments, IFG Formative Assessments	Baus, Theresa	9/23/2014	Spring 2015 FSA Math scores	5/22/2015 weekly
G2.B1.S1.MA1	Classroom walk-throughs, formal observations of staff by principal, review of county-wide benchmark assessments, monthly meetings with PLCs	Baus, Theresa	9/23/2014	Spring 2014 FSA Math scores	9/23/2014 one-time
G3.MA1	PLC meetings with all staff	Baus, Theresa	8/18/2014	Spring 2014 FAA scores in Math	5/22/2015 quarterly
G3.B1.S1.MA1	Small Group Instruction in math	Baus, Theresa	8/18/2014	Spring 2014 FAA scores in Math	5/22/2015 biweekly
G3.B1.S1.MA1	Classroom walk-throughs, formal observations in classrooms	Baus, Theresa	8/19/2014	Spring 2014 FAA scores in Math	9/23/2014 biweekly
G4.MA1	Classroom assessments, classroom rubrics for Power Point presentations		Spring 2014 FCAT 2.0 Science scores	once	
G4.B1.S1.MA1	Classroom walk-throughs, formal observations	Baus, Theresa	8/19/2014	Spring 2014 FCAT 2.0 Science scores	5/22/2015 biweekly
G4.B1.S1.MA1	Classroom walk-throughs and formal observations; PLC meeting discussions	Baus, Theresa	8/19/2014	Spring 2014 FCAT 2.0 Science scores	5/22/2015 biweekly
G5.MA1	Review of FAIR data and MTSS data	Baus, Theresa	8/19/2014	data form FAIR, data from MTSS meetings, and FSA grades 3 -5 Reading Scores Spring 2015	5/22/2015 weekly
G5.B1.S1.MA1	Review FAIR data by individual student and compare AP2 and AP2 scores; attend MTSS weekly meetings to	Baus, Theresa	8/19/2014	FCAT 2.0 grade 3 reading Spring 2014 scores	5/22/2015 weekly

Sarasota - 0211 - Venice Elementary School - 2014-15 SIP
Venice Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	discuss struggling students; review weekly and quarterly Reading Wonders assessment data				
G5.B1.S1.MA1	Attend third grade team PLCs and Professional Day trainings	Baus, Theresa	8/19/2014	Grades 3 -5 student FSA Reading scores Spring 2015	5/22/2015 quarterly
G6.MA1	Review of grades and quarterly classroom assessments	Baus, Theresa	8/19/2014	Spring 2015 FSA Reading scores	5/22/2015 monthly
G6.B1.S1.MA1	PLC meetings with grades 3 -5 teachers	Baus, Theresa	8/19/2014	Spring 2015 FSA Reading scores	5/22/2015 quarterly
G6.B1.S1.MA1	Student Progress data developed from meeting between principal, assistant principal, and guidance counselor.	Baus, Theresa	8/19/2014	Spring 2015 FSA scores in Reading	5/22/2015 one-time
G7.MA1	Individual meetings with ESE teachers to discuss reading instruction.	Baus, Theresa	8/19/2014	Spring 2015 FSA Reading scores	5/22/2015 quarterly
G7.B1.S1.MA1	PLC meetings at grades 3, 4, and 5 to discuss FCAT data and small reading groups structure and instruction.	Baus, Theresa	8/19/2014	Spring 2015 FSA Reading scores	5/22/2015 quarterly
G7.B1.S1.MA1	PLC meetings at grades 3, 4, and 5 to discuss FCAT data and small reading groups structure and instruction; walk-throughs and formal observations	Baus, Theresa	8/19/2014	Spring 2014 FCAT Reading scores	5/22/2015 quarterly
G8.MA1	Monthly and/or quarterly writing assessments will be given; scores from these assessments will be reviewed by the principal; teachers will meet quarterly with Guidance Counselor to discuss individual 4th grade students with a 504 for ADHD concerns		Spring FCAT Writing scores	once	
G8.B1.S1.MA1	Strategies will be monitored during walk-throughs, individual meetings with teachers, and individual meetings with the Guidance Counselor		Spring 2014 FCAT Writing scores	once	
G8.B1.S1.MA1	Meetings with staff at grade 4		Spring 2014 FCAT Writing scores	once	

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. MATH PROFICIENCY GOALS-FSA By the year 2015, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency (across Levels 3 & 4). There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency (across Levels 3 & 4)

G1.B1 Teachers are not well versed in teaching their students to complete mental math activities nor are they accustomed to making a 90 minute math block a meaningful learning time and not a time to just add more practice. Teachers are also needing to learn a new curriculum again this year with the change from Common Core to FS. Teachers also need to incorporate the new EnCore materials into lessons and class work. Students who are in Exceptional Student Education for Reading have their scores incorporated into our disaggregated Math scores without receiving any additional assistance. Students who are learning English as a second language struggle with reading the story problem content and understanding what questions are asking in Math.

G1.B1.S1 Revise the specials schedule to provide a 90 minute math block at grades 3, 4, and 5; provide school-wide trainings on the new FSA math curriculum.

PD Opportunity 1

Schedule Florida Standards training for Professional Day; revise Specials and other related schedules: plan for weekly after-school FSA workshops for teachers

Facilitator

Dr. Shari Valencic, Susan Banks, Dona Dodge, Christopher Hines, Nikki Warfield

Participants

All Instructional staff

Schedule

Quarterly, from 9/22/2014 to 4/24/2015

G2. MATH PROFICIENCY GOALS-FSA By the year 2015, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating an annual learning gain. There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating an annual learning gain.

G2.B1 Teachers are not well versed in teaching their students to complete mental math activities nor are they accustomed to making a 90 minute math block a meaningful learning time and not a time to just add more practice. In addition, teachers will need to group struggling students based on their Spring 2014 math scores in order to target missing skills.

G2.B1.S1 PLC meetings to develop effective strategies for planning the 90 minute math block and selecting specific lessons and materials for helping struggling students to develop mental math skills, as well as developing classroom activities for helping students master math facts. A lack of knowledge of math facts is usually a missing skill for struggling students.

PD Opportunity 1

PLCs meet at least twice a month to focus on the math curriculum, staff will work together to develop a deeper understanding of the IFGs and its components, and specific activities that will increase student rote memory of facts.

Facilitator

Dr. Shari Valencic, Theresa A. Baus, Tish Temple, Nikki Warfield

Participants

All instructional staff

Schedule

Biweekly, from 9/23/2014 to 9/23/2014

G5. READING PROFICIENCY GOALS - FSA By the year 2015, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency (across Levels 3 &4). There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency.

G5.B1 Maintaining 84% of students scoring at Level 3,4 and 5 will be difficult because 1/3 of the student scores will be based on a different population, and there is a very small margin for student error.

G5.B1.S1 PLC meetings at third, fourth, and fifth grade are focused on FS as well as the FSA 2015 in Reading. Teachers meet in PLC once a week to share strategies and materials. Below level students are placed into MTSS to develop effective interventions to bring students up to level. Teachers are participating in workshops on the new Reading Wonders series.

PD Opportunity 1

Plan and develop effective PLC meetings to share strategies and share reading interventions.

Facilitator

Dr. Shari Valencic, Tish Temple

Participants

All instructional staff

Schedule

Weekly, from 8/19/2014 to 5/22/2015

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: MATH PROFICIENCY GOALS-FSA By the year 2015, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency (across Levels 3 & 4). There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency (across Levels 3 & 4)	0
Grand Total	0

Goal 1: MATH PROFICIENCY GOALS-FSA By the year 2015, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency (across Levels 3 & 4). There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency (across Levels 3 & 4)

Description	Source	Total
B1.S1.A1 - Notes Pay contracted services hours to school staff presenting at workshops on Professional Days and at after-school workshops	Title II	0
Total Goal 1		0