

Fort Myers Beach Elementary School



2014-15 School Improvement Plan

Fort Myers Beach Elementary School

2751 OAK ST, Fort Myers Beach, FL 33931

<http://bch.leeschools.net/>

School Demographics

School Type
Elementary

Title I
No

Free/Reduced Price Lunch
55%

Alternative/ESE Center
No

Charter School
No

Minority
18%

School Grades History

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

School Board Approval

This plan is pending approval by the Lee County School Board.

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

At Fort Myers Beach Elementary, our mission is to ensure that every learner reaches his/her highest potential.

Provide the school's vision statement

Our vision is to be an A+ school.

School Environment

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

At Fort Myers Beach Elementary, our neighborhood school provides many opportunities in which our school community can learn about our students' cultures and build lasting relationships between teachers and students. Our school year starts off with an Open House followed by a pool party for all staff, students and parents. On the first day of school, all parents are invited to a Back to School Breakfast to get to know one another. At Christmas time, we hold a Holiday Night which includes games, crafts and a musical program. Several classes also hold International Luncheons while they learn about holiday traditions around the world. Our kindergarten has an annual Chinese New Year celebration which includes a parade followed by a lunch provided by our local Chinese chef, whose sons attend our school. We also have a Spring Concert which focuses on music from different cultures such as Africa and the Caribbean.

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

Fort Myers Beach Elementary is unique in that we are a small island school of approximately 120 students, K-5. Our neighborhood school fosters a nurturing environment in which all staff care for "our" students. Every morning, our principal, building supervisor and various other staff members stand outside and personally welcome each and every student with a cheerful message. Our instructional staff and PE teacher provide many opportunities for emotional development and increased self-esteem, and are constantly communicating about individual student concerns. Collaboration between teachers and grade levels is common when dealing with the needs of our students. Our community provides several opportunities after school through church groups and recreational facilities. Our principal regularly meets with representatives of all after school providers to ensure the safety and well being of our students.

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

At Fort Myers Beach Elementary, we set clear behavioral expectations for ALL learners. We post and consistently review our "Fantastic 5", which are the norms we expect both adults and children to follow. Our expectations are clearly visible in every classroom and throughout the school. They are also reviewed at various assemblies and Morning News Programs. Both instructional and support

staff are trained during pre-school and throughout the school year, on strategies to minimize distractions and maximize student engagement.

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

At Fort Myers Beach Elementary, school personnel are committed to meeting the social, and emotional needs of all our students. Our school personnel follow clearly defined processes to determine the needs of our student population. Our unique size and neighborhood school atmosphere creates a caring and nurturing environment. District, school, and community programs are in place to ensure our children have what they need to successfully achieve to their greatest potential. There are many resources, programs and procedures in place in order to effectively meet the needs of all students. The office keeps a supply of clothing and shoes for those in need. The office keeps a supply of school necessities(books, pencils, backpacks etc.) for those in need. Nutrition and wellness information is provided by our PE teacher. Holiday food and gift needs are surveyed and provided by community donations. After-school clubs (art, news, drama, K-Kids, Book Battle) are offered. Our equity coordinator offers and determines 504 eligibility for students. Anti-Bullying programs are taught by classroom and PE teachers. Anti-drug programs are taught in appropriate grade levels. Lion’s Club donations are accepted for students who need glasses. A free breakfast program is offered daily as well as a F/R lunch program. Medical needs are addressed by the clinic aide and nurse. Liaisons with several community churches and rec programs are in place for after and out of school programs. Referrals for ESE services are made as needed. IEPs are reviewed and followed by staff. All ESE programs, counseling and psychological services are offered as needed.

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
	K	1	2	3	4	5	
Attendance below 90 percent	3	2	2	1	0	2	10
One or more suspensions	0	0	0	0	1	0	1
Course failure in ELA or Math	5	3	0	0	1	1	10
Level 1 on statewide assessment	0	0	0	0	1	4	5

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

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

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

- MTSS process
- 504 eligibility
- small group instruction
- scheduled schoolwide intervention time 2x weekly
- peer tutoring
- individual time with a volunteer
- flexible grouping
- parent communication

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

At Fort Myers Beach Elementary, there are many programs that engage families in meaningful ways in their child's education. Parents are encouraged to come in to view their child's portfolio at any time. They are also welcome to join their children for lunch. In addition, student led conferences are scheduled to share academic goals, view progress and set goals. Throughout the year, many family focused activities are planned. At the start of the school year, a pool party is held following Open House. Special luncheons are scheduled for families to attend at Christmas and Thanksgiving. An annual Holiday Night is scheduled which includes crafts, snacks and activities followed by a concert. A Spring Concert is also held for families to enjoy. An Imaginarium family science night is held for all students with their parents. Our PTO plans many activities throughout the year for families to enjoy, such as a Bowling Night, a Halloween Party and Silent Auction. They are also very involved in fund raising to meet the requests from instructional staff for field trips and educational resources. The Parentlink phone system is used to keep parents informed on their child's grades. Newsletters are sent home on a monthly basis communicating our mission, vision and other important information. Most teachers send home weekly progress reports and all instructional personnel maintain websites. In addition, the school also has a website to keep all informed about upcoming events and activities as well as a Twitter account.

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

Our administration communicates regularly with the local newspaper to provide information on school wide achievements and happenings. In addition, our school also maintains an ongoing relationship with several community businesses and organizations. Throughout the year, we extend invitations for them to join us in attending field trips, educational programs, assemblies etc., as well as being active members of our SAC committee. As a result, we are fortunate in that many community organizations and businesses are involved in providing resources and financial contributions aimed at student learning and achievement. This includes purchasing instructional technology, funding field trips, as well as other programs and events. This past year our 5th grade was involved in a liaison with Island Coast High School to explore water quality at various locations. The field trip, supplies and lunch was totally funded

by a local business which was invited back so that our students could share their findings and express their gratitude.

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
Zamniak, Lori	Teacher, K-12
Brindise, Kathy	Other
Wood, Larry	Principal
Hunt, Margaret	Teacher, ESE
Cribbs, Tina	Teacher, K-12

Duties

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

The Principal facilitates implementation of the MTSS process. He provides and coordinates continuous professional development as needed. He assigns paraprofessionals to support the MTSS implementation. He reinforces data-based decision making and provides ample opportunities for data review and discussion. He creates frequent opportunities to celebrate and communicate success. He conducts classroom observations and provides feedback for effective instructional practices.

The ESE Teacher provides ongoing support and training to staff on the MTSS process. She is available for student observations when requested. She communicates with parents during each step of the MTSS process. She helps to provide additional service to students in Tier 2 and 3. She keeps ongoing data on individual student progress.

The Classroom Teacher provides grade level appropriate academic instruction. She administers assessments and keeps ongoing data on individual student progress. She communicates frequently with parents and schedules meetings when necessary. She works with the ESE Teacher to provide extra time for students in Tier 2 and 3. She attends various professional development opportunities and presents new information to the instructional staff.

The Professional Development Resource Teacher schedules and guides PLC data review meetings. She maintains a folder of meeting discussions and outcomes. She assists the ESE and classroom teachers with observations, instruction and services provided. She shares information on best practices, classroom strategies and instructional resources to staff.

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

At Fort Myers Beach Elementary, all instructional personnel have been provided professional development on the use of Performance Matters for data review. During our PLC meetings, data is reviewed and used to develop flexible groupings for 2 weekly scheduled school-wide intervention times. Activities are planned by the classroom teacher for students needing remediation,

maintenance and enrichment of Florida State Standards. All staff, including paras, special area and ESE teachers are assigned to specific grade levels for support during this time. Our Principal rotates through all the groups to provide additional support. Individual grade level needs regarding funding for additional technology and other instructional resources are discussed with the Principal and provided upon approval.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Larry Wood	Principal
Kathleen Brindise	Teacher
Lori Zamnniak	Teacher
Jacqueline DeMilia	Education Support Employee
Kathy Durrett	Business/Community
Marilyn Farley	Business/Community
Kerrie Stephenson	Education Support Employee
Kim West	Parent
Mike Dwyer	Parent
Elizabeth Monroe	Parent
Debbie Kildow	Business/Community
Shelly Wynn	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

The SAC at Fort Myers Beach Elementary will meet on August 26, 2014 to review and discuss data from the 2013-2014 school year.

Development of this school improvement plan

A draft of the 2014-2015 SIP will be presented on September 18, 2014. The members will meet and vote to accept the plan or make changes if recommended. A mid-year reflection will be planned to evaluate progress toward goals, and again late in the year for a final review.

Preparation of the school's annual budget and plan

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

There are no funds allocated for school improvement. We will use our weekly PLC meetings to work toward our SIP goal.

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
Wood, Larry	Principal
Brindise, Kathy	Other
Zamniak, Lori	Teacher, K-12
Cribbs, Tina	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The major initiatives of the LLT this year will be to provide on-going professional development on backwards design planning, transitioning to Florida State Standards, writing to respond to text, and strategies for including the Science and Social Studies Standards within the reading block.

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

In order to encourage positive working relationships between teachers, the administration carefully schedules like planning and lunch times for same and similar grade level collaboration. In addition, weekly PLC meetings are planned for instructional support, data collection and data review.

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

Fort Myers Beach Elementary retains highly qualified teachers by providing ongoing support through weekly PLCs. The administration is consistently aware of individual classroom needs, and through community and PTO donations, provides resources and opportunities to increase student achievement and learning. Also, the administration encourages and provides funding for teachers to attend professional development.

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

At Fort Myers Beach Elementary, new teachers are paired with teachers who have certification with the District Apples New Teacher program. They provide ongoing assistance with instructional technology, classroom management, lesson planning, and district certification. They also provide feedback following classroom observations. Opportunities for observation of various teaching strategies are also planned.

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 school ensures its core instructional programs are aligned to Florida's standards by requiring all instructional staff to use district adopted materials aligned to our state's standards. Also, they are required to follow their grade level academic plans, also aligned to Florida's standards. In addition, our teachers maintain binders which answer the 4 Essential PLC questions. 1-What do my students need to know? 2-How will we know if they've learned it? 3-How will we respond if they have not learned it? How will we respond when they've learned it? In the first section of the binders, our teachers keep copies of their grade level standards and quarterly learning goals.

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

At Fort Myers Beach Elementary, the school leadership is committed to using data to improve student performance. Meetings are held preschool to review data from standardized testing, celebrate successes, evaluate and discuss strategies to improve student performance, brainstorm effective changes and set goals. Throughout the year, weekly PLC meetings are held to review current data, set SMART goals, and discuss individual needs for remediation and enrichment. Two weekly intervention times are scheduled at each grade level to meet the needs of students requiring both remediation and enrichment. Each grade level has assigned personnel to support the planned activities for intervention. Every student maintains and updates data folders in reading and math. Students set personal goals and celebrations are held for students who achieve their quarterly goals. On-going professional development is offered on Kagan strategies, the Math and Reading series, Backwards Design Planning, the Florida Standards in Math and ELA, as well as Performance Matters.

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: 4,330

The students at Fort Myers Beach Elementary are provided remediation, maintenance and enrichment during two weekly scheduled intervention times. Following data review of assessments of Florida State Standards, students are placed in flexible groupings and provided additional support as needed.

Our students 3-5 are also invited to become members of the "Book Battle Club". They independently read from a list of Sunshine State novels, write individual comprehension questions to share, and enjoy book related activities. They meet twice a month for 1 hour. This culminates in a district-wide competition in May.

Our students in grades 4-5 are invited to audition for our annual play early in the school year. After parts are chosen and scripts are distributed, the cast meets weekly after school from October til March. The play is performed for the school and community on 2 consecutive nights in March.

Our students in grades 4-5 are invited to be members of an art club that meets weekly after school.

Students in grades 4-5 are invited to be members of the Dolphin Daily News Club. They are responsible for writing and broadcasting the daily news program to the school.

Students in grade 5 are invited to be members of the Yearbook Club. They are responsible for planning the layout, designing the cover and collecting the photographs for the annual yearbook.

Students in grades K-3 are invited to join "The Innovators Lab". They are planning on meeting twice a month for creative fun and exploration with Legos.

Strategy Rationale

The rationale for this strategy is to ensure that every student at Fort Myers Beach Elementary is given the opportunity to reach his/her highest potential by focusing on individual learning needs and offering after school enrichment activities in the arts and technology.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Wood, Larry, larrynw@leeschools.net

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

Data from reading and math assessments is collected and reviewed at weekly PLC meetings to determine needs for remediation, maintenance or enrichment. Interims and report cards are reviewed by the principal in order to monitor effectiveness of interventions.

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

To assist preschool children in transition from early childhood programs to elementary programs, Fort Myers Beach Elementary uses several strategies. First of all, early enrollment is encouraged and advertised in local newspapers. The incoming students are then invited to a "Kindergarten Round-up" in late May, prior to the start of the school year. They watch the class in action with their parents, meet the teachers and staff, engage in an activity and share lunch. During pre-school, the students are invited to Open House, followed by a Back-to-School Pool Party for all families. On the first day of school after the students are dropped off, families are encouraged to attend a Welcome Breakfast. In addition, the students are given "Reading Buddies" in older classrooms early in the school year. Our fifth grade students are invited to join various after school activities to develop interests and hobbies they might be interested in choosing as electives in middle and high school. These activities also help to develop a positive self esteem. In addition, our fifth graders are involved in a liaison with Island Coast High School to research environmental issues affecting our water ways. This partnership has helped to spark interests in STEM related careers and also ease anxiety about moving ahead to middle and high school. These strategies help to provide a smooth transition to becoming successful, confident 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

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.** Increase student learning gains in reading and math, as well as percent of students proficient in science, by focusing on teaching and learning.

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. Increase student learning gains in reading and math, as well as percent of students proficient in science, by focusing on teaching and learning. **1a**

G038242

Targets Supported **1b**

Indicator	Annual Target
Math Gains	61.0
ELA/Reading Gains	76.0
FCAT 2.0 Science Proficiency	60.0
Math Lowest 25% Gains	68.0
ELA/Reading Lowest 25% Gains	76.0

Resources Available to Support the Goal **2**

- PLC's (Professional Learning Communities)
- Math Series Adoption - GoMath!
- Reading Series Adoption - Pearson Reading
- Adult Community Volunteers
- Paraprofessionals
- Kagan Instructional Strategies
- Flexible Grouping
- Scheduled weekly intervention times for remediation and enrichment
- District Academic Plan
- Lab for teacher directed science investigations and explorations
- National Geographic Science Program

Targeted Barriers to Achieving the Goal **3**

- Teacher Isolation-most grade levels have only 1 class
- Time to fit it all in
- Lack of follow-through with data collection

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

Mr. Wood will review Performance Matters Data and On-Course lesson plans.
 Mr. Wood will complete classroom observations and walk-throughs.
 Mr. Wood will attend, and or review PLC meeting agendas and minutes.

Person Responsible

Larry Wood

Schedule

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

Evidence of Completion

Student learning gains on required district assessments as well as standardized tests will provide evidence of completion.

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. Increase student learning gains in reading and math, as well as percent of students proficient in science, by focusing on teaching and learning. **1**

 G038242

G1.B1 Teacher Isolation-most grade levels have only 1 class **2**

 B091874

G1.B1.S1 Through the use of scheduled weekly PLC meetings, collaboration among each PLC teams (K/1, 2/3, 4/5 teams) will be encouraged and monitored. **4**

 S102782

Strategy Rationale

This will provide the opportunity for teachers to support, share and learn from each other.

Action Step 1 **5**

Weekly vertical PLC Meetings focusing on student achievement will be scheduled.

Person Responsible

Kathy Brindise

Schedule

Weekly, from 9/8/2014 to 5/22/2015

Evidence of Completion

Minutes from meetings and agenda will provide evidence of completion.

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

PLC team members will receive agendas and attend scheduled meetings. Copies of meeting minutes will be kept in a binder.

Person Responsible

Kathy Brindise

Schedule

Weekly, from 9/8/2014 to 5/22/2015

Evidence of Completion

Meeting minutes and attendance records will provide evidence of completion.

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

Mr. Wood will meet and discuss effectiveness of vertical PLCs toward eliminating teacher isolation with individual PLC teams.

Person Responsible

Larry Wood


Schedule

Quarterly, from 9/8/2014 to 5/22/2015

Evidence of Completion

Collaboration in each vertical team resulting developing team SMART goals and flexible groupings for intervention (remediation and enrichment) will provide evidence of completion.

G1.B1.S2 Opportunities for sharing professional knowledge will be provided through school wide PLC data reviews and onsite professional development. 4

 S102783

Strategy Rationale

This will increase the confidence and competency in each teacher for best instructional practices and effective data review.

Action Step 1 5

School-wide staff PLC meetings will be scheduled, and topics will focus on collaborative efforts toward student achievement. This will include opportunities for professional development, data review, brainstorming, etc..

Person Responsible

Larry Wood

Schedule

Monthly, from 8/13/2014 to 5/22/2015

Evidence of Completion

Minutes from meetings and agendas will provide evidence of completion.

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

Mr. Wood will require attendance from instructional staff at PLC meetings and review agendas and minutes.

Person Responsible

Larry Wood

Schedule

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

Evidence of Completion

Meeting minutes and attendance records will serve as evidence of completion.

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

Mr. Wood will meet with PLC teams to discuss needs for ongoing professional development and additional educational resources.

Person Responsible

Larry Wood


Schedule

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

Evidence of Completion

Inservice records and purchase orders will serve as evidence of completion.

G1.B1.S3 A PLC liaison will be established with Pine Island Elementary, for teacher support, discussion and sharing among like grade levels. 4

 S105959

Strategy Rationale

This will provide teachers with an open forum for collaboration on instructional strategies and increasing student achievement.

Action Step 1 5

A PLC liaison will be established with Pine Island Elementary, for teacher support, discussion and sharing among like grade levels.

Person Responsible

Larry Wood

Schedule

Monthly, from 10/1/2014 to 5/18/2015

Evidence of Completion

PLC meeting minutes

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

Mr. Wood will communicate with the Pine Island Elementary Principal to schedule skyping sessions and will attend sessions to monitor and support the fidelity of implementation.

Person Responsible

Larry Wood

Schedule

Quarterly, from 9/15/2014 to 5/11/2015

Evidence of Completion

Minutes from skyping sessions will serve as evidence that this strategy was monitored and implemented with fidelity.

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

The administration will meet with instructional staff to monitor and support effectiveness of implementation.

Person Responsible

Larry Wood


Schedule

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


Evidence of Completion

Evidence to demonstrate the action plan was monitored and whether it was implemented with effectiveness will be meeting notes before and after skyping sessions with Pine Island.

G1.B2 Time to fit it all in **2**

 B091875

G1.B2.S1 We will follow the district academic plans which provide guidelines for the integration of science and social studies during the reading block. **4**

 S102784

Strategy Rationale

This will provide teachers with the pacing guidelines for effectively teaching all the grade level standards in reading, science and social studies.

Action Step 1 **5**

Teachers will align instruction to district academic plan.

Person Responsible

Larry Wood

Schedule

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

Evidence of Completion

Lesson Plans Assessments Posted curriculum snapshot Observations

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

Mr Wood will review lesson plans and check for alignment with district academic plans in reading.

Person Responsible

Larry Wood

Schedule

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

Evidence of Completion

Lesson plans and classroom walkthroughs will serve as evidence of completion.

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

Mr. Wood will review lesson plans and administer classroom observations and walk throughs. He will also review Pinnacle and Performance Matters grade reports.

Person Responsible

Larry Wood


Schedule

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

Evidence of Completion

Lesson plans, Pinnacle, and Performance Matters will show evidence of completion.

G1.B2.S2 We will provide common planning time for individual PLC planning teams. 4

 S102785

Strategy Rationale

This will encourage collaboration for sharing best practices and providing professional support.

Action Step 1 5

Mr. Wood will review schedules and provide for a common planning time weekly for PLC team meetings.

Person Responsible

Larry Wood

Schedule

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

Evidence of Completion

Minutes of meetings and agendas will serve as evidence of completion.

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Mr. Wood will require attendance at weekly scheduled meeting times for vertical PLC teams (k-1, 2-3, 4-5).

Person Responsible

Kathy Brindise

Schedule

Weekly, from 9/8/2014 to 5/22/2015

Evidence of Completion

Meeting minutes, agendas, and attendance records will serve as evidence of completion.

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Mr. Wood will meet with classroom teachers to discuss the effectiveness of common planning time PLC meetings for removing the barrier of time.

Person Responsible

Larry Wood


Schedule

Quarterly, from 9/8/2014 to 5/22/2015

Evidence of Completion

Meeting minutes, agendas and classroom teacher feedback will serve as evidence of completion.

G1.B2.S3 We will have two weekly scheduled intervention times for remediation and enrichment in reading and math. **4**

 S105962

Strategy Rationale

This will support teachers in having enough time to meet the needs of all learners.

Action Step 1 **5**

Two weekly scheduled intervention times (remediation and enrichment) for reading and math will be scheduled.

Person Responsible

Larry Wood

Schedule

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

Evidence of Completion

Lesson plans and observations will provide the evidence to demonstrate completion of the activity.

Plan to Monitor Fidelity of Implementation of G1.B2.S3 **6**

Mr. Wood will conduct informal classroom observations during scheduled intervention times.

Person Responsible

Larry Wood

Schedule

Weekly, from 8/21/2014 to 5/29/2015

Evidence of Completion

Lesson plans, weekly curriculum snapshots and observations will provide evidence of fidelity.

Plan to Monitor Effectiveness of Implementation of G1.B2.S3 7

Mr. Wood will review assessment results in Performance Matters, as well as interims and report cards to determine effectiveness of this strategy.

Person Responsible

Larry Wood


Schedule

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

Evidence of Completion

Lesson plans, usage reports for technology and Performance Matters data reviews will provide evidence that this plan was implemented with effectiveness.

G1.B2.S4 Each classroom teacher will post a weekly "Curriculum Snapshot" to summarize learning. 4

 S105963

Strategy Rationale

This will eliminate wasting time giving curriculum information to special area and ese teachers and will encourage collaboration and involvement.

Action Step 1 5

Each classroom teacher will post a weekly "curriculum snapshot".

Person Responsible

Larry Wood

Schedule

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

Evidence of Completion

A completed template of the "curriculum snapshot", clearly posted in classrooms, will demonstrate completion of the activity.

Plan to Monitor Fidelity of Implementation of G1.B2.S4 6

To monitor and support the fidelity of implementation, Mr. Wood will conduct classroom walk throughs and use the snapshot to engage students in discussions about their learning goals.

Person Responsible

Larry Wood

Schedule

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

Evidence of Completion

Evidence to demonstrate the action plan for the strategy will be clearly posting the snapshot in each classroom for the principal, staff and parents to view.

Plan to Monitor Effectiveness of Implementation of G1.B2.S4 7

Teachers will discuss effectiveness of implementation at PLCs.

Person Responsible

Larry Wood

Schedule

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

Evidence of Completion

PLC meeting minutes will be used as evidence of effectiveness.

G1.B7 Lack of follow-through with data collection **2**

 B091880

G1.B7.S1 We will provide ongoing professional development in the use of Performance Matters for data collection and review. **4**

 S102786

Strategy Rationale

This strategy will provide teachers with the knowledge to analyze assessment results to maximize learning gains in reading, math and science.

Action Step 1 **5**

Performance Matters Training

Person Responsible

Larry Wood

Schedule

Quarterly, from 8/13/2014 to 5/22/2015

Evidence of Completion

Inservice Records Teacher Generated Reports

Plan to Monitor Fidelity of Implementation of G1.B7.S1 **6**

Mr. Wood will review professional development inservice records and attendance sheets to monitor for fidelity of implementation.

Person Responsible

Larry Wood

Schedule

Quarterly, from 8/13/2014 to 5/22/2015

Evidence of Completion

Inservice records and attendance sheets will serve as evidence of implementation.

Plan to Monitor Effectiveness of Implementation of G1.B7.S1 7

Mr. wood will attend data PLC meetings to monitor for effectiveness of use of Performance Matters.

Person Responsible

Larry Wood


Schedule

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

Evidence of Completion

Evidence of completion will be data folders, PLC agendas and minutes, and an increase in student achievement.

G1.B7.S2 We will schedule PLC meetings focusing on data review, develop strategies for intervention (remediation and enrichment), and create flexible groups that will meet individual needs. 4

 S102787

Strategy Rationale

This strategy will provide teachers with the time required to effectively form flexible groups in order to meet the instructional needs of individual students.

Action Step 1 5

Quarterly Data Review PLC meetings will be scheduled to review and discuss data from reading and math assessments, and set SMART goals. Weekly PLC meetings will focus on the progress of intervention groups, and addressing instructional needs.

Person Responsible

Kathy Brindise

Schedule

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

Evidence of Completion

PLC meeting minutes and agendas will serve as evidence of completion.

Plan to Monitor Fidelity of Implementation of G1.B7.S2 6

Mr. Wood will require attendance and participation at weekly scheduled PLC meetings.

Person Responsible

Larry Wood

Schedule

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

Evidence of Completion

PLC meeting minutes and agendas will serve as evidence of completion.

Plan to Monitor Effectiveness of Implementation of G1.B7.S2 7

Mr. Wood will attend and or review minutes of PLC meetings to monitor effectiveness of the implementation of this strategy.

Person Responsible

Larry Wood

Schedule

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

Evidence of Completion

PLC meeting minutes and agendas will serve as evidence of completion.

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	Weekly vertical PLC Meetings focusing on student achievement will be scheduled.	Brindise, Kathy	9/8/2014	Minutes from meetings and agenda will provide evidence of completion.	5/22/2015 weekly
G1.B1.S2.A1	School-wide staff PLC meetings will be scheduled, and topics will focus on collaborative efforts toward student achievement. This will include opportunities for professional development, data review, brainstorming, etc..	Wood, Larry	8/13/2014	Minutes from meetings and agendas will provide evidence of completion.	5/22/2015 monthly
G1.B2.S1.A1	Teachers will align instruction to district academic plan.	Wood, Larry	8/18/2014	Lesson Plans Assessments Posted curriculum snapshot Observations	5/22/2015 weekly
G1.B2.S2.A1	Mr. Wood will review schedules and provide for a common planning time weekly for PLC team meetings.	Wood, Larry	8/18/2014	Minutes of meetings and agendas will serve as evidence of completion.	5/22/2015 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B7.S1.A1	Performance Matters Training	Wood, Larry	8/13/2014	Inservice Records Teacher Generated Reports	5/22/2015 quarterly
G1.B7.S2.A1	Quarterly Data Review PLC meetings will be scheduled to review and discuss data from reading and math assessments, and set SMART goals. Weekly PLC meetings will focus on the progress of intervention groups, and addressing instructional needs.	Brindise, Kathy	9/8/2014	PLC meeting minutes and agendas will serve as evidence of completion.	5/29/2015 quarterly
G1.B1.S3.A1	A PLC liaison will be established with Pine Island Elementary, for teacher support, discussion and sharing among like grade levels.	Wood, Larry	10/1/2014	PLC meeting minutes	5/18/2015 monthly
G1.B2.S3.A1	Two weekly scheduled intervention times (remediation and enrichment) for reading and math will be scheduled.	Wood, Larry	8/18/2014	Lesson plans and observations will provide the evidence to demonstrate completion of the activity.	5/22/2015 weekly
G1.B2.S4.A1	Each classroom teacher will post a weekly "curriculum snapshot".	Wood, Larry	8/18/2014	A completed template of the "curriculum snapshot", clearly posted in classrooms, will demonstrate completion of the activity.	5/29/2015 weekly
G1.MA1	Mr. Wood will review Performance Matters Data and On-Course lesson plans. Mr. Wood will complete classroom observations and walk-throughs. Mr. Wood will attend, and or review PLC meeting agendas and minutes.	Wood, Larry	8/18/2014	Student learning gains on required district assessments as well as standardized tests will provide evidence of completion.	5/22/2015 weekly
G1.B1.S1.MA1	Mr. Wood will meet and discuss effectiveness of vertical PLCs toward eliminating teacher isolation with individual PLC teams.	Wood, Larry	9/8/2014	Collaboration in each vertical team resulting developing team SMART goals and flexible groupings for intervention (remediation and enrichment) will provide evidence of completion.	5/22/2015 quarterly
G1.B1.S1.MA1	PLC team members will receive agendas and attend scheduled meetings. Copies of meeting minutes will be kept in a binder.	Brindise, Kathy	9/8/2014	Meeting minutes and attendance records will provide evidence of completion.	5/22/2015 weekly
G1.B2.S1.MA1	Mr. Wood will review lesson plans and administer classroom observations and walk throughs. He will also review Pinnacle and Performance Matters grade reports.	Wood, Larry	8/18/2014	Lesson plans, Pinnacle, and Performance Matters will show evidence of completion.	5/22/2015 weekly
G1.B2.S1.MA1	Mr Wood will review lesson plans and check for alignment with district academic plans in reading.	Wood, Larry	8/18/2014	Lesson plans and classroom walkthroughs will serve as evidence of completion.	5/22/2015 weekly
G1.B7.S1.MA1	Mr. wood will attend data PLC meetings to monitor for effectiveness of use of Performance Matters.	Wood, Larry	9/8/2014	Evidence of completion will be data folders, PLC agendas and minutes, and an increase in student achievement.	5/29/2015 weekly
G1.B7.S1.MA1	Mr. Wood will review professional development inservice records and attendance sheets to monitor for fidelity of implementation.	Wood, Larry	8/13/2014	Inservice records and attendance sheets will serve as evidence of implementation.	5/22/2015 quarterly
G1.B1.S2.MA1	Mr. Wood will meet with PLC teams to discuss needs for ongoing professional development and additional educational resources.	Wood, Larry	9/8/2014	Inservice records and purchase orders will serve as evidence of completion.	5/29/2015 weekly
G1.B1.S2.MA1	Mr. Wood will require attendance from instructional staff at PLC meetings and review agendas and minutes.	Wood, Larry	9/8/2014	Meeting minutes and attendance records will serve as evidence of completion.	5/29/2015 weekly
G1.B2.S2.MA1	Mr. Wood will meet with classroom teachers to discuss the effectiveness of common planning time PLC meetings for removing the barrier of time.	Wood, Larry	9/8/2014	Meeting minutes, agendas and classroom teacher feedback will serve as evidence of completion.	5/22/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S2.MA1	Mr. Wood will require attendance at weekly scheduled meeting times for vertical PLC teams (k-1, 2-3, 4-5).	Brindise, Kathy	9/8/2014	Meeting minutes, agendas, and attendance records will serve as evidence of completion.	5/22/2015 weekly
G1.B7.S2.MA1	Mr. Wood will attend and or review minutes of PLC meetings to monitor effectiveness of the implementation of this strategy.	Wood, Larry	9/8/2014	PLC meeting minutes and agendas will serve as evidence of completion.	5/29/2015 weekly
G1.B7.S2.MA1	Mr. Wood will require attendance and participation at weekly scheduled PLC meetings.	Wood, Larry	9/8/2014	PLC meeting minutes and agendas will serve as evidence of completion.	5/29/2015 weekly
G1.B1.S3.MA1	The administration will meet with instructional staff to monitor and support effectiveness of implementation.	Wood, Larry	10/6/2014	Evidence to demonstrate the action plan was monitored and whether it was implemented with effectiveness will be meeting notes before and after skyping sessions with Pine Island.	5/29/2015 monthly
G1.B1.S3.MA1	Mr. Wood will communicate with the Pine Island Elementary Principal to schedule skyping sessions and will attend sessions to monitor and support the fidelity of implementation.	Wood, Larry	9/15/2014	Minutes from skyping sessions will serve as evidence that this strategy was monitored and implemented with fidelity.	5/11/2015 quarterly
G1.B2.S3.MA1	Mr. Wood will review assessment results in Performance Matters, as well as interims and report cards to determine effectiveness of this strategy.	Wood, Larry	9/8/2014	Lesson plans, usage reports for technology and Performance Matters data reviews will provide evidence that this plan was implemented with effectiveness.	5/29/2015 weekly
G1.B2.S3.MA1	Mr. Wood will conduct informal classroom observations during scheduled intervention times.	Wood, Larry	8/21/2014	Lesson plans, weekly curriculum snapshots and observations will provide evidence of fidelity.	5/29/2015 weekly
G1.B2.S4.MA1	Teachers will discuss effectiveness of implementation at PLCs.	Wood, Larry	9/8/2014	PLC meeting minutes will be used as evidence of effectiveness.	5/29/2015 weekly
G1.B2.S4.MA1	To monitor and support the fidelity of implementation, Mr. Wood will conduct classroom walk throughs and use the snapshot to engage students in discussions about their learning goals.	Wood, Larry	8/25/2014	Evidence to demonstrate the action plan for the strategy will be clearly posting the snapshot in each classroom for the principal, staff and parents to view.	5/29/2015 weekly

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. Increase student learning gains in reading and math, as well as percent of students proficient in science, by focusing on teaching and learning.

G1.B1 Teacher Isolation-most grade levels have only 1 class

G1.B1.S2 Opportunities for sharing professional knowledge will be provided through school wide PLC data reviews and onsite professional development.

PD Opportunity 1

School-wide staff PLC meetings will be scheduled, and topics will focus on collaborative efforts toward student achievement. This will include opportunities for professional development, data review, brainstorming, etc..

Facilitator

Mr. Wood-Principal Professional Development resource teacher, district personnel

Participants

Principal Professional Development Resource Teacher Instructional Staff

Schedule

Monthly, from 8/13/2014 to 5/22/2015

G1.B2 Time to fit it all in

G1.B2.S1 We will follow the district academic plans which provide guidelines for the integration of science and social studies during the reading block.

PD Opportunity 1

Teachers will align instruction to district academic plan.

Facilitator

District personnel

Participants

instructional staff and administration

Schedule

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

G1.B7 Lack of follow-through with data collection

G1.B7.S1 We will provide ongoing professional development in the use of Performance Matters for data collection and review.

PD Opportunity 1

Performance Matters Training

Facilitator

Tech specialist, District personnel

Participants

principal, classroom teachers, ESE teacher, professional development resource teacher, tech specialist

Schedule

Quarterly, from 8/13/2014 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
Grand Total	0