

English Estates Elementary School

299 OXFORD RD, Fern Park, FL 32730

<http://www.scps.k12.fl.us/schools/schoolinfopage.cfm?schoolnumber=0041>

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	Yes	72%

Alternative/ESE Center	Charter School	Minority
No	No	66%

School Grades History

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

School Board Approval

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The parents, teachers, and staff in our school community are committed to providing a safe and educational environment while preparing all students to become responsible, life-long learners.

Provide the school's vision statement

Our vision is to create an environment where children can achieve full potential in their academic, artistic, personal, and physical development to become leaders of the 21st century.

ROADRUNNER'S CREED

I choose to be a leader by:

- Leading by example
- Encouraging others
- Achieving my goals
- Doing my best
- Exerting effort
- Respecting others

School Environment

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

Our school learns about students' cultures and backgrounds through teacher-parent conferences, weekly class meetings, Family Engagement Nights, Student-Led conferences, and Culturally Relevant PLC's with Liza Ferreira. Through these activities, teachers are able to build better relationships with their students and parents.

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

Our school creates an environment where students feel safe and respected by establishing rules, procedures, and guidelines for all to follow. The following staff and/or resources are also utilized for students to feel safe and respected: Behavioral Specialist, Weekly Class Meetings, professional development on bullying, counseling groups with our guidance counselor, Alpha, and DVS.

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

Our school-wide behavioral system that aids in minimizing distractions is the Positive Behavior Support (PBS). Our PBS system includes Covey Cash, Leaders of the Week, Classroom Leaders, minor infraction reports, discipline referrals, professional development on PBS, mentors, and counseling. Our staff receives training regarding clear behavioral expectations and protocols for disciplinary incidents. Teachers hold weekly Class Meetings to discuss current behaviors that need to be addressed and ways to make the learning environment more productive.

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

Our school provides counseling, mentoring, DVS, and Alpha to ensure the social-emotional needs of all students are being met. We have two guidance counselors who are always available to meet the social-emotional needs of our students.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/188771>.

Description

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

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

Administration at English Estates is working hard to build and sustain partnerships with the local community by implementing the following programs:

- Business Partners
- Dividends
- Bags of Hope
- Counseling
- United Way's Day of Caring Volunteer Program
- Partnership with National Guard for 7 Habits Training

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
Akerson, Shannon	Principal
Sharpe, Christine	Assistant Principal
Bornemann, Lynette	Dean
Barney, Pamela	Instructional Coach
Powers, Pat	Instructional Coach
Council, Adriana	Attendance/Social Work
Farbstein, Jodi	Instructional Coach

Duties

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

Twice monthly the Leadership team will meet to discuss data, school initiatives, and any changes needing to occur. Within the team, the Instructional Coaches conduct PLCs with teachers as well as provide resources and conduct model lessons as needed. All coaches work with small groups of bottom quartile students for a small part of their day. Our guidance counselor and family liason work with families and teachers to provide the necessary resources for academic and personal success. The Leadership Team supports the MTSS process and problem solves for issues such as attendance, academics, and behavior.

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

English Estates has a core Multi-Tiered System of Supports (MTSS) problem solving team, comprised of members with expertise in academic and behavioral domains. The MTSS team utilizes the continuous problem solving process to identify students who are at-risk in academics and/or behavior and determines why the problem is occurring. The MTSS team designs and implements research-based interventions and regularly monitors student progress/response to interventions. The school utilizes the online MTSS module to document all interventions, meetings, and parent involvement in the process.

English Estates Elementary School will coordinate Title I, Supplemental Academic Instruction, and Exceptional Student Education funds to provide additional academic tutorial and/or intervention time for students in need of remediation. These funding sources are coordinated to maximize the number of students and the amount of services available for academic interventions. In addition, the school district coordinates IDEA and Title I funds to provide our school additional paraprofessionals that facilitate small group instruction during the school day. The coordination and integration of these funds and services ensure students are provided the time and support needed to master the standards and improve academic achievement.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Scott Saylor	Parent
Maria Tanner	Teacher
Lynette Bornemann	Teacher
Joan Landon	Teacher
Sue Rhodes	Teacher
Zeynep Thomas	Education Support Employee
Isabel Garcia	Parent
Terry McCue	Parent
Emily Ribeiro	Parent
Gladys Singh	Parent
Shannon Akerson	Principal
Christine Sharpe	Student
Ertha Walters	Parent
Yolanda Tyler	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 School Improvement Plan was reviewed with SAC in May, 2014. Examples were given of how English Estates met its action items and followed through with providing support for students to improve academic achievement. English Estates improved its school grade from a C to a B from 2013 to 2014.

Development of this school improvement plan

Our SAC meets on a monthly basis and collaborates with Administration and staff to discuss the School Improvement Plan, plan goals, and provide input regarding the action plans to address those goals.

Preparation of the school's annual budget and plan

The SAC will meet to discuss the annual budget and School Improvement Plan at the beginning of the school year. Administration will share the needs of the school and receive input from the SAC members regarding the budget and SIP.

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

The School Improvement funds are being allocated to provide additional support to our iReady Lab. Students attending the iReady Lab have been designated in the school's lowest quartile and benefit from additional instruction to increase academic achievement. Furthermore, the remaining SAC funds will be spent on technology to better prepare our students for the 21st Century.

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
Akerson, Shannon	Principal
Sharpe, Christine	Assistant Principal
Powers, Pat	Instructional Coach
Burns, Roberta	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The new reading series adoption Reading Street, interventions, differentiated instruction, Unpacking Common Core Standards, Instructional Practices. Other initiatives and continued initiatives include:

- To promote the love of reading for ALL students, parents and staff.
- To assist with scheduling for assessments (DE, SRI, PSI, PASI, FLKRS).
- To provide materials and resources needed for monitoring student's progress such as Ongoing Progress Monitoring (OPM) assessments.
- To promote reading through the use of technology (Fast ForWord, Accelerated Reader Program, Online components of Reading Street).
- To support intervention for students in the lowest quartile for reading or writing.
- To support intervention for students needing an accelerated focus in reading or writing.
- To communicate to the staff school initiatives and/ or concerns in relation to reading and writing.
- To initiate a summer reading program as outlined by Seminole County Public School District.
- To develop incentives for promoting reading.
- To keep the staff up to date on the latest trends and updates in literacy education.

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 foster positive working relationships between teachers, administration encourages team to participate in Professional Learning Community meetings two days per week to discuss curriculum and instructional strategies to support learning. Teachers are also provided additional substitute days to collaborate with team members throughout the school year.

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

Seminole County Public Schools is always looking for highly qualified, certified teachers to teach our students. The method of recruitment is defined based on the need. Seminole County Public Schools reputation of being an "A" school district brings to us thousands of highly qualified applicants. One of our recruitment strategies is our partnership with State and private colleges and universities. We welcome university and college interns and field study students to our district not only from the State of Florida university system but also out of State. Annually our district participates in many university job fairs and minority and veteran job fairs. This year we have gone out of the United States and are bringing on

board a few teachers from Spain to teach the dual language classes.

The district supports all teachers but especially new teachers with mentoring programs. We also provide in-services and workshops. New teachers with zero years of experience are assigned a one on one mentor. This support is provided beyond the first year.

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

Our school has a school-wide mentor who works with administration to coordinate all mentoring activities on our campus. This school-wide mentor was trained by our county's new teacher facilitator and given materials and agendas to support the new teachers during this calendar year. Before school began, our new teachers spent a day with our school-wide mentor and were given a campus tour and oriented to important procedures and policies that will affect them as they begin the school year. Once school begins, these new teachers meet regularly with the mentor(s) who best fits their needs and follow an agenda of recommended topics that are appropriate for each teacher's given situation. Whether the new teacher is working with a school-wide mentor, peer teacher, or alternative certification mentor, he or she is working with an individual who has been trained by our county to support the teacher's various needs. Each of these mentor roles are fine-tuned each year based on the feedback from our new teachers the year before.

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

English Estates Elementary ensures the core instructional programs and materials are aligned to Florida's standards by encouraging teachers to follow the SCPS Instructional Plans for all subjects. Administration and Coaches meet with all teams every Monday and Tuesday to discuss the planning process, the pacing guide, resources, common assessments, and data that drives instruction.

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

Administration meets with the Leadership Team and teachers weekly to analyze data and differentiate instruction. Our staff differentiates instruction based on individual student's needs and teacher recommendations. All Tier 2 and 3 students in grades 3-5 are encouraged to attend Math Athletes before school to receive instruction in math utilizing iReady in the iReady Lab. All Tier 1, 2 and 3 students in kindergarten through fifth grade attend Reader's Club for walk-to-intervention for differentiated instruction in reading. All Tier 2 and 3 students in kindergarten through fifth grade also attend Roadie Express for additional interventions in reading and math utilizing iReady.

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: Before School Program

Minutes added to school year: 7,000

Before School Tutorial and Math Athletes

Strategy Rationale

Based on Discovery Education and iReady data, students are recommended for additional instruction in reading and math.

Strategy Purpose(s)

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

Person(s) responsible for monitoring implementation of the strategy

Sharpe, Christine, christine_sharpe@scps.k12.fl.us

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

Data using iReady, DRAs, SRI Lexile, DE, and Learning Gains on FCAT is collected and analyzed. OPMs, such as iReady, DRAs, DE, and SRI are administered on a regular basis to determine if programs are effective. The Leadership Team meets with administration to analyze data and create a plan of action based on the student data. Coaches also meet with teams to discuss the data and provide resources and support. Close attention is paid to the lowest quartile to ensure academic learning gains.

Strategy: After School Program

Minutes added to school year: 7,000

Students in the lowest quartile were selected to participate in the 21st Century program.

Strategy Rationale

Based on Discovery Education and iReady data, students are recommended for additional instruction in reading and math.

Strategy Purpose(s)

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

Person(s) responsible for monitoring implementation of the strategy

Sharpe, Christine, christine_sharpe@scps.k12.fl.us

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

Data using iReady, DRAs, SRI Lexile, DE, and Learning Gains on FCAT is collected and analyzed. OPMS, such as iReady, DRAs, DE, and SRI are administered on a regular basis to determine if programs are effective. 21st Century leaders meets with administration to analyze data and create a plan of action based on the student data. Coaches also meet with teams to discuss the data and provide resources and support. Close attention is paid to the lowest quartile to ensure academic learning gains.

Strategy: Weekend Program

Minutes added to school year: 26,000

Open Computer Lab - Saturday Camp is offered to students to provide additional time in reading and math.

Strategy Rationale

Based on Discovery Education and iReady data, students are recommended for additional instruction in reading and math.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Sharpe, Christine, christine_sharpe@scps.k12.fl.us

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

Data using iReady, DRAs, SRI Lexile, DE, and Learning Gains on FCAT is collected and analyzed. OPMs, such as iReady, DRAs, DE, and SRI are administered on a regular basis to determine if programs are effective. The Leadership Team meets with administration to analyze data and create a plan of action based on the student data. Coaches also meet with teams to discuss the data and provide resources and support. Close attention is paid to the lowest quartile to ensure academic learning gains.

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 in the Voluntary Pre-K (VPK) Program visit the kindergarten classrooms at the end of the school year to learn about what to expect in kindergarten. During the summer, students entering kindergarten in selected Title I Schools can attend Kinder Camp to help prepare them for success in kindergarten. Schools offer an Open House before school starts and kindergarten teachers are available for individual conferences.

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

N/A

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

N/A

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

N/A

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 the percent of students meeting proficiency in English/Language Arts and Math.
- G2.** Increase the percent of students meeting proficiency in science.

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 the percent of students meeting proficiency in English/Language Arts and Math. 1a

G053269

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	70.0
FSA - Mathematics - Proficiency Rate	70.0
Math Lowest 25% Gains	70.0
ELA/Reading Lowest 25% Gains	85.0

Resources Available to Support the Goal 2

- PTA
- Parent/Community Volunteers (Dividends)
- Community Business Partners
- Technology (iReady, DE Probes, Online Interventions in Think Central)
- 21st Century After School Program
- Reading and Math Coach
- iReady
- Fast Forward
- Instructional Practices
- Data Sheets
- Student Data Notebooks
- Go Math Strategic and Intensive Intervention books and Enrichment books
- Comprehension Tool Kit
- Soar to Success
- Rap
- Backpack Program
- Walk to Intervention
- ESOL IStation
- Mentors
- Book Flicks
- Meaningful Field Trips
- Guest Speakers
- Math Nights
- Sunshine Celebration
- Accelerated Reader
- SIPP/Making Meaning
- FCRR Resources

- Instructional Plan
- 95% Intervention Program
- MTSS
- Student Study
- Reading Coach
- Math Coach
- Science Coach

Targeted Barriers to Achieving the Goal 3

- Parent Involvement
- Attendance
- Instructional Practices

Plan to Monitor Progress Toward G1. 8

Student data will be collected using various assessments including, Writing prompts, SRI Growth Reports, DE Growth Reports, DRA Growth Reports.

Person Responsible

Shannon Akerson

Schedule

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

Evidence of Completion

Assessment scores, OPMs scores, summaries from PLCs, summaries from MTSS meetings, observations, and classroom walkthroughs.

G2. Increase the percent of students meeting proficiency in science. 1a

G053270

Targets Supported 1b

Indicator	Annual Target
	70.0

Resources Available to Support the Goal 2

- Science Fusion
- Discovery Education videos
- LEAF labs
- SCPS Science Instructional Plan
- AIMS

Targeted Barriers to Achieving the Goal 3

- Science Resources/plan

Plan to Monitor Progress Toward G2. 8

Student data will be collected using Science DE and FCAT Science proficiency.

Person Responsible

Christine Sharpe

Schedule

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

Evidence of Completion

Increased number of students showing proficiency in Science with each DE administered.

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 the percent of students meeting proficiency in English/Language Arts and Math. **1**

 G053269

G1.B1 Parent Involvement **2**

 B134280

G1.B1.S1 All Monthly Newsletters will be translated for non-English speaking families. **4**

 S146138

Strategy Rationale

Almost 40% of the population is Hispanic, translating school documents will help open lines of communication with a large portion of our population.

Action Step 1 **5**

Identify Parents/staff/volunteers who are willing to translate newsletters into Spanish.

Person Responsible

Adriana Council

Schedule

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

Evidence of Completion

Completed newsletter in English and Spanish.

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

Newsletters will be translated and checked by bilingual Liason.

Person Responsible

Shannon Akerson

Schedule

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

Evidence of Completion

Translation will be approved by Liaison and forwarded to Administration to print and deliver final product.

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

Participation in school events by Spanish speaking families

Person Responsible

Adriana Council

Schedule

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

Evidence of Completion

Increased attendance of school events by Spanish speaking families using parent sign in sheets.

G1.B1.S2 Provide additional training for parents to help support academics. 4

S146139

Strategy Rationale

Parents may not have the resources or background information to support students with the transition to Florida Standards.

Action Step 1 5

Math and Reading parents nights will be held to discuss academics and FSA.

Person Responsible

Christine Sharpe

Schedule

Evidence of Completion

Math and ELL parent trainings occurred in September. A year-long training on the 7 Habits of Highly Effective Families is also being offered to parents. Reading and FSA trainings will be held during the year.

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

Parent sign in and exit slips will be used.

Person Responsible

Christine Sharpe


Schedule

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

Evidence of Completion

Sign in sheets will be used to see which families attend (students who may be in various subgroups). Exit slips will inform presenters on how well the information was received by parents.

G1.B1.S3 Provide planners for students in grades 2-5 to use a a resource for homework and parent communication **4**

 S146140

Strategy Rationale

Planners outline curricular expectations for students and provides an organizational structure for school work.

Action Step 1 **5**

Planners will be given to all students in grades 2-5 and Take Home Folders will be given to students in Kindergarten and First grade.

Person Responsible

Shannon Akerson

Schedule

On 5/22/2015

Evidence of Completion

All new students in grades 2-5 will receive a planner on their first day of school.

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

Teachers check planners daily for parent signatures.

Person Responsible

Shannon Akerson

Schedule

Daily, from 8/25/2014 to 5/22/2015

Evidence of Completion

Team leader notes, parent/teacher conference forms.

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

SAC will discuss the effectiveness of planners at a meeting and will decide if changes should be made for next year.

Person Responsible


Shannon Akerson

Schedule


Evidence of Completion

SAC Agenda and Notes

G1.B2 Attendance 2

 B134281

G1.B2.S1 Before School Clubs such as tutorial, running club, art club, games club etc.. Encore 4

 S146141

Strategy Rationale

Action Step 1 5

Establishing Morning Clubs

Person Responsible

Pamela Barney

Schedule

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

Evidence of Completion

Clubs and Morning Activities will be selected

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

Clubs will be held on a standard schedule

Person Responsible

Pamela Barney

Schedule

Daily, from 8/25/2014 to 5/22/2015

Evidence of Completion

Teacher Attendance Records

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

Club attendance will be monitored.

Person Responsible

Pamela Barney

Schedule

Daily, from 8/25/2014 to 5/22/2015

Evidence of Completion

Increased student attendance

G1.B2.S3 Perfect Attendance Award/Great Attendance 4

S146143

Strategy Rationale

Action Step 1 5

Classes with daily perfect attendance will be announced on the news. Classes with perfect attendance for the week will receive Covey Cash.

Person Responsible

Lynette Bornemann

Schedule

Daily, from 8/11/2014 to 5/29/2015

Evidence of Completion

Staff members will post the information for morning announcements and school bulletin board.

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

A bulletin board is posted in the cafeteria for all students to see classes with perfect attendance.

Person Responsible

Lynette Bornemann

Schedule

Weekly, from 8/22/2014 to 5/29/2015

Evidence of Completion

Classes with perfect attendance will receive a star each week their class has perfect attendance.

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

Leadership Team will review attendance reports to discuss any changes to incentives for attendance.

Person Responsible

Adriana Council


Schedule

Monthly, from 10/20/2014 to 5/22/2015

Evidence of Completion

Leadership team agenda and notes. Increase classes with perfect attendance on bulletin board.

G1.B2.S7 Computer Club 4

 S146147

Strategy Rationale

Action Step 1 5

Students struggling in Math will be invited to Math Athletes in the computer lab.

Person Responsible

Pamela Barney

Schedule

Daily, from 8/25/2014 to 5/22/2015

Evidence of Completion

Attendance will be taken daily.

Action Step 2 5

Computer Lab will be open on Saturday morning for additional practice time.

Person Responsible

Christine Sharpe

Schedule

Weekly, from 10/18/2014 to 5/2/2015

Evidence of Completion

Attendance will be taken.

Plan to Monitor Fidelity of Implementation of G1.B2.S7 6

Monitor Math Athletes program increases attendance and decreases tardies for students.

Person Responsible

Pamela Barney

Schedule

On 5/22/2015

Evidence of Completion

Attendance report for students who attend the Computer Club

Plan to Monitor Effectiveness of Implementation of G1.B2.S7 7

Improved attendance and academics for students in the program

Person Responsible

Pamela Barney

Schedule

Monthly, from 9/10/2014 to 5/20/2015

Evidence of Completion

Report of Attendance, Leadership Team agenda

G1.B12 Instructional Practices 2

B134291

G1.B12.S1 Professional Development 4

S146150

Strategy Rationale

To provide teachers with ongoing information

Action Step 1 5

Identify Meaningful Professional Development with regards to Instructional Practices

Person Responsible

Shannon Akerson

Schedule

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

Evidence of Completion

Professional Development Identified to address instructional practices. (See PD calendar and PLC calendar)

Plan to Monitor Fidelity of Implementation of G1.B12.S1 6

Professional Developments will be identified that will address the instructional practices and then be presented to the teachers

Person Responsible

Christine Sharpe

Schedule

Monthly, from 8/20/2014 to 5/6/2015

Evidence of Completion

Sign In Sheets monitoring Teacher Attendance to the Professional Development. Learning logs will be collected to see teacher reflections.

Plan to Monitor Effectiveness of Implementation of G1.B12.S1 7

Teachers will implement the strategies learned in the Professional Developments and carry them out in the classroom.

Person Responsible

Christine Sharpe


Schedule

Weekly, from 8/25/2014 to 5/22/2015

Evidence of Completion

Improved ratings on teacher walkthroughs, reflection of strategies in lesson plans, increased student achievement.

G1.B12.S2 Regular Feedback through Walkthroughs and Observations 4

 S146151

Strategy Rationale

To provide continuous feedback to teachers.

Action Step 1 5

Administrators will conduct regular walkthroughs and provide feedback.

Person Responsible

Shannon Akerson

Schedule

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

Evidence of Completion

Power Indicators communicated to all teachers. Walkthroughs and feedback provided through iObservation.

Plan to Monitor Fidelity of Implementation of G1.B12.S2 6

Teachers will have a clear understanding of the Instructional Practices and their implementation.

Person Responsible

Christine Sharpe

Schedule

Monthly, from 8/6/2014 to 4/8/2015

Evidence of Completion

iObservation Feedback provided to teachers indicating improvement in the instructional practices. Professional development geared around evaluation indicators.

Plan to Monitor Effectiveness of Implementation of G1.B12.S2 7

Increased student achievement through bettering instructional practices.

Person Responsible

Shannon Akerson

Schedule

Quarterly, from 11/14/2014 to 5/22/2015

Evidence of Completion

Student Achievement increased on DE Assessments and FCAT.

G2. Increase the percent of students meeting proficiency in science. 1

G053270

G2.B1 Science Resources/plan 2

B134292

G2.B1.S1 Hire a Science coach to conduct professional development and support Science instruction.

4

S146152

Strategy Rationale

48% of students demonstrated proficiency on the 2014 Science FCAT

Action Step 1 5

Teachers will receive professional development on science instructional strategies and benchmarks.

Person Responsible

Jodi Farbstein

Schedule

Monthly, from 8/27/2014 to 4/22/2015

Evidence of Completion

Sign in sheets and Learning Logs will be collected.

Action Step 2 5

Science coach will model lessons.

Person Responsible

Jodi Farbstein

Schedule

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

Evidence of Completion

Coach will create lesson plans for model lessons conducted with each grade level.

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

Leadership team will meet twice monthly to discuss progress and effectiveness of model lessons and professional development.

Person Responsible

Shannon Akerson

Schedule

Biweekly, from 8/27/2014 to 5/6/2015

Evidence of Completion

An agenda will be created for each Leadership Meeting.

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

Science DE will be given three times to Fifth grade this year. Fusion assessments will be monitored for grades K-4.

Person Responsible

Jodi Farbstein

Schedule

Every 6 Weeks, from 11/14/2014 to 5/22/2015

Evidence of Completion

DE Assessments, Fusion Assessments

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Identify Parents/staff/volunteers who are willing to translate newsletters into Spanish.	Council, Adriana	8/18/2014	Completed newsletter in English and Spanish.	5/22/2015 monthly
G1.B1.S2.A1	Math and Reading parents nights will be held to discuss academics and FSA.	Sharpe, Christine	9/22/2014	Math and ELL parent trainings occurred in September. A year-long training on the 7 Habits of Highly Effective Families is also being offered to parents. Reading and FSA trainings will be held during the year.	one-time
G1.B1.S3.A1	Planners will be given to all students in grades 2-5 and Take Home Folders will be given to students in Kindergarten and First grade.	Akerson, Shannon	8/18/2014	All new students in grades 2-5 will receive a planner on their first day of school.	5/22/2015 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B2.S1.A1	Establishing Morning Clubs	Barney, Pamela	8/18/2014	Clubs and Morning Activities will be selected	5/29/2015 weekly
G1.B2.S3.A1	Classes with daily perfect attendance will be announced on the news. Classes with perfect attendance for the week will receive Covey Cash.	Bornemann, Lynette	8/11/2014	Staff members will post the information for morning announcements and school bulletin board.	5/29/2015 daily
G1.B2.S7.A1	Students struggling in Math will be invited to Math Athletes in the computer lab.	Barney, Pamela	8/25/2014	Attendance will be taken daily.	5/22/2015 daily
G1.B12.S1.A1	Identify Meaningful Professional Development with regards to Instructional Practices	Akerson, Shannon	8/18/2014	Professional Development Identified to address instructional practices. (See PD calendar and PLC calendar)	5/22/2015 monthly
G1.B12.S2.A1	Administrators will conduct regular walkthroughs and provide feedback.	Akerson, Shannon	8/18/2014	Power Indicators communicated to all teachers. Walkthroughs and feedback provided through iObservation.	5/22/2015 monthly
G2.B1.S1.A1	Teachers will receive professional development on science instructional strategies and benchmarks.	Farbstein, Jodi	8/27/2014	Sign in sheets and Learning Logs will be collected.	4/22/2015 monthly
G1.B2.S7.A2	Computer Lab will be open on Saturday morning for additional practice time.	Sharpe, Christine	10/18/2014	Attendance will be taken.	5/2/2015 weekly
G2.B1.S1.A2	Science coach will model lessons.	Farbstein, Jodi	9/8/2014	Coach will create lesson plans for model lessons conducted with each grade level.	5/15/2015 weekly
G1.MA1	Student data will be collected using various assessments including, Writing prompts, SRI Growth Reports, DE Growth Reports, DRA Growth Reports.	Akerson, Shannon	8/18/2014	Assessment scores, OPMs scores, summaries from PLCs, summaries from MTSS meetings, observations, and classroom walkthroughs.	5/22/2015 monthly
G1.B1.S1.MA1	Participation in school events by Spanish speaking families	Council, Adriana	8/18/2014	Increased attendance of school events by Spanish speaking families using parent sign in sheets.	5/22/2015 quarterly
G1.B1.S1.MA1	Newsletters will be translated and checked by bilingual Liason.	Akerson, Shannon	8/18/2014	Translation will be approved by Liaison and forwarded to Administration to print and deliver final product.	5/22/2015 monthly
G1.B2.S1.MA1	Club attendance will be monitored.	Barney, Pamela	8/25/2014	Increased student attendance	5/22/2015 daily
G1.B2.S1.MA1	Clubs will be held on a standard schedule	Barney, Pamela	8/25/2014	Teacher Attendance Records	5/22/2015 daily
G1.B12.S1.MA1	Teachers will implement the strategies learned in the Professional Developments and carry them out in the classroom.	Sharpe, Christine	8/25/2014	Improved ratings on teacher walkthroughs, reflection of strategies in lesson plans, increased student achievement.	5/22/2015 weekly
G1.B12.S1.MA1	Professional Developments will be identified that will address the instructional practices and then be presented to the teachers	Sharpe, Christine	8/20/2014	Sign In Sheets monitoring Teacher Attendance to the Professional Development. Learning logs will be collected to see teacher reflections.	5/6/2015 monthly
G1.B1.S2.MA1	Parent sign in and exit slips will be used.	Sharpe, Christine	8/18/2014	Sign in sheets will be used to see which families attend (students who may be in various subgroups). Exit slips will inform presenters on how well the information was received by parents.	5/22/2015 monthly
G1.B12.S2.MA1	Increased student achievement through bettering instructional practices.	Akerson, Shannon	11/14/2014	Student Achievement increased on DE Assessments and FCAT.	5/22/2015 quarterly
G1.B12.S2.MA1	Teachers will have a clear understanding of the Instructional Practices and their implementation.	Sharpe, Christine	8/6/2014	iObservation Feedback provided to teachers indicating improvement in the instructional practices. Professional development geared around evaluation indicators.	4/8/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S3.MA1	SAC will discuss the effectiveness of planners at a meeting and will decide if changes should be made for next year.	Akerson, Shannon	1/19/2015	SAC Agenda and Notes	one-time
G1.B1.S3.MA1	Teachers check planners daily for parent signatures.	Akerson, Shannon	8/25/2014	Team leader notes, parent/teacher conference forms.	5/22/2015 daily
G1.B2.S3.MA1	Leadership Team will review attendance reports to discuss any changes to incentives for attendance.	Council, Adriana	10/20/2014	Leadership team agenda and notes. Increase classes with perfect attendance on bulletin board.	5/22/2015 monthly
G1.B2.S3.MA1	A bulletin board is posted in the cafeteria for all students to see classes with perfect attendance.	Bornemann, Lynette	8/22/2014	Classes with perfect attendance will receive a star each week their class has perfect attendance.	5/29/2015 weekly
G1.B2.S7.MA1	Improved attendance and academics for students in the program	Barney, Pamela	9/10/2014	Report of Attendance, Leadership Team agenda	5/20/2015 monthly
G1.B2.S7.MA1	Monitor Math Athletes program increases attendance and decreases tardies for students.	Barney, Pamela	9/2/2014	Attendance report for students who attend the Computer Club	5/22/2015 one-time
G2.MA1	Student data will be collected using Science DE and FCAT Science proficiency.	Sharpe, Christine	8/18/2014	Increased number of students showing proficiency in Science with each DE administered.	5/22/2015 quarterly
G2.B1.S1.MA1	Science DE will be given three times to Fifth grade this year. Fusion assessments will be monitored for grades K-4.	Farbstein, Jodi	11/14/2014	DE Assessments, Fusion Assessments	5/22/2015 every-6-weeks
G2.B1.S1.MA1	Leadership team will meet twice monthly to discuss progress and effectiveness of model lessons and professional development.	Akerson, Shannon	8/27/2014	An agenda will be created for each Leadership Meeting.	5/6/2015 biweekly

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 the percent of students meeting proficiency in English/Language Arts and Math.

G1.B12 Instructional Practices

G1.B12.S1 Professional Development

PD Opportunity 1

Identify Meaningful Professional Development with regards to Instructional Practices

Facilitator

Shannon Akerson

Participants

All Teachers

Schedule

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

G1.B12.S2 Regular Feedback through Walkthroughs and Observations

PD Opportunity 1

Administrators will conduct regular walkthroughs and provide feedback.

Facilitator

Shannon Akerson

Participants

All Teachers

Schedule

Monthly, from 8/18/2014 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: Increase the percent of students meeting proficiency in English/Language Arts and Math.	26,175
Goal 2: Increase the percent of students meeting proficiency in science.	50,000
Grand Total	76,175

Goal 1: Increase the percent of students meeting proficiency in English/Language Arts and Math.

Description	Source	Total
B1.S3.A1	School Improvement Funds	2,175
B2.S1.A1 - Tutorial budget	General Fund	15,000
B2.S1.A1		0
B12.S1.A1 - Professional Development monies will be spent on trainings and substitutes so teachers can have time to grow and learn within the school day and beyond school hours.	General Fund	9,000
Total Goal 1		26,175

Goal 2: Increase the percent of students meeting proficiency in science.

Description	Source	Total
B1.S1.A2	Title I Part A	50,000
Total Goal 2		50,000