

Pelican Elementary School



2014-15 School Improvement Plan

Pelican Elementary School

3525 SW 3RD AVE, Cape Coral, FL 33914

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

School Demographics

School Type

Elementary

Title I

No

Free/Reduced Price Lunch

59%

Alternative/ESE Center

No

Charter School

No

Minority

37%

School Grades History

Year

2013-14

2012-13

2011-12

2010-11

Grade

B

B

B

A

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

The mission of Pelican Elementary is to develop all students to their potential through a comprehensive program, enriched with technology and enhanced by the collaborative efforts of a professional staff, parents and the community.

Provide the school's vision statement

Pelican Elementary is a child-centered school which will provide a safe environment conducive to learning. Teachers, parents, and the community will actively strive to ensure the academic, social, and emotional success of all students.

School Environment

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

Teachers and students practice respecting and celebrating cultural differences and individualities through many different activities. Kagan structures are utilized which encourage students to build relationships and work interdependently. Classbuilding activities are conducted frequently in each classroom to allow students and teachers to get to know one another. Students are encouraged to share their personal interests and accomplishments on the daily school news broadcast. Our after-school tutoring program helps teachers build relationships with students identified as being in the bottom 25%. The teacher-to-student ratio in the tutoring program is approximately 1:5. By observing the district recess policy, our students learn to cooperate and share with each other on a daily basis. Students are encouraged to make positive decisions and to respect each other through the school-wide PBS and Bucket Fillers programs.

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

Pelican Elementary is a Positive Behavior Support school. Students, staff, and parents are made aware of our school-wide expectations: Practice Responsibility; Exhibit Character; and Show Respect. Staff members model the expectations and students practice them frequently. Students are rewarded with tokens when they are observed following the expectations. The school staff follows the expectations and all staff members are encouraged to reinforce them and reward them. Monthly reward celebrations are held. These school-wide expectations create a safe and respectful environment before, during, and after school. Additionally, each classroom teacher will be implementing the Bucket Fillers program in their classrooms.

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

The Pelican school-wide expectations are posted and practiced in every classroom and throughout the school, as well. PBS booster sessions are provided to all staff at the beginning of each school year. Positive behaviors are reinforced by staff giving students tokens throughout the school day. Students who experience difficulty with following the expectations or classroom procedures are

referred to the MTSS Committee. The MTSS team works to develop interventions to help the students be successful with their behavior.

The Bucket Fillers program will be introduced to all classrooms through our School Counselor, and then will be implemented in each classroom.

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

Under the guidance of our School Counselor, Pelican students are taught the Character Education word monthly. A "social skill of the week" is shared daily on the school news. All staff participates in the PBS school-wide incentive program, and all classrooms utilize the Bucket Fillers concept, as well. Students participated in Kagan team building and class building structures weekly. A student mentoring program is being developed which allows 5th graders and Kindergartners to be paired up daily for positive interaction and leadership skills development. Select students participate in the Big Brothers/Big Sisters program. The Watch DOGS program is being implemented, which encourages fathers from the community and school family to be highly involved in school activities.

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

N/A

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	22	21	4	2	9	15	73
One or more suspensions	2	2	1	3	6	12	26
Course failure in ELA or Math	13	8	3	5	8	10	47
Level 1 on statewide assessment	0	0	0	21	25	24	70

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

Indicator	Grade Level					Total
	K	1	3	4	5	
Students exhibiting two or more indicators	3	1	4	5	11	24

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

Pelican has several strategies in place to improve the academic performance of students that were identified by the early warning system. An attendance/tardy incentive program is being developed to increase daily attendance and decrease student tardies. Students scoring in the bottom 25% are invited to attend our after school tutoring program twice each week, focusing on Reading and Math skills. Students who have had suspensions are receiving behavioral counseling via our Behavior Specialist, School Counselor, or School Psychologist. Parents are kept informed of their students'

progress through student planners and Parentlink, and are offered suggestions for helping their students at home through the MTSS process. Students failing one or more courses are identified and receive interventions through MTSS. The PBS program is designed to promote positive behaviors and more on-task learning time.

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

Pelican's mission and vision are communicated on the Pelican website and on the Pelican press, which is sent home to families monthly. Our primary goals for family and community involvement is to continue the number of activities/functions in which parents can be involved, and to increase the number of parents involved in school activities/functions. Some ways that we intend to meet our goals this school year are: host Grandparents' day, continue fun school-wide functions that are "low pressure activities" to build community, reach out to the retirement community for potential volunteers, create a Pelican alumni association, offer incentives/drawings for number of hours parents are involved, offering dinner prior to meetings or programs prior to meetings to increase participation, and to be involved in the Dr. Piper Center's Grandparent volunteer program.

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

Pelican maintains several community partnerships with local businesses, such as the Vineyards Church (supplies monetary donations and volunteers), Publix (cakes, volunteers), Subway (staff recognition certificates), sponsors for student planners, Pelican Perks business cards (increased business for them and fundraiser for us), family fun nights (Dairy Queen, Bamboozles skating, Cold Stone, Zoomers, Il Primo, Skatium), Fall Festival, and the Imaginarium.

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
Carter, Edwin	Principal
Ausman, Ben	Assistant Principal
Corlew, Kelley	Instructional Coach
Blackwell, Laurie	Teacher, K-12
Daly, Allison	Teacher, K-12
Ciaschini, Donni	Teacher, K-12
Handerhan, Liz	Teacher, K-12
Gallon, Danielle	Teacher, K-12
King, Alexis	Teacher, K-12
Nicol, Anne Marie	Teacher, K-12
Randazzo, Melissa	Teacher, K-12
Ritter, Renee	Teacher, K-12
Robinson, Trisha	Teacher, K-12
Romano, Brianne	Teacher, K-12
Tolson, Larissa	Teacher, K-12
Vidal, Mary Jo	Teacher, K-12
White, Nicole	Teacher, K-12

Duties

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

Administrative Team:

Ed Carter, Principal

Ben Ausman, Assistant Principal

Kelley Corlew, Reading Specialist

Anne Marie Nicol, School Counselor

Administrative Team: conducts classroom walk-throughs, targeted observations, formal observations, develops professional development and collaboration for our APPLES teachers and their mentors, provides professional development opportunities, provides instructional leadership throughout PLCs and Leadership Team meetings, establishes committees for content-areas, maintains communication with parents and community through SAC and Parents as Partners committees.

Grade-level Chairpersons:

Larissa Tolson, Melissa Randazzo, Nicole White, Danielle Gallon, Renee Ritter, Donni Ciaschini, Mary Jo Vidal, Laurie Blackwell, Trisha Robinson, Alexis King, Allison Daly, Brianne Romano

Grade-level chairpersons: distribute academic information from Administrative Team, facilitate data sharing and academic decision making through PLC facilitation, facilitate sharing of best practices and professional development through PLCs.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The Leadership Team addresses personnel, instructional, and curricular issues through the Backwards Design process on a monthly basis. Student needs are identified through weekly PLC meetings. Curriculum and instruction is delivered based on best practices, which are determined through PLC data analysis. Based upon student needs, resources are distributed and utilized in order to make the highest impact on student achievement.

In regards to coordinating and supplementing federal, state, and local funds, services, and programs, the SAC is involved with decision making on spending SIP funds based on our school-wide school improvement goals, and holds monthly meetings. Our Parents as Partners committee meets monthly and oversees fundraisers and ways to supplement funding for the school. Title II funding is allocated for after school tutoring, which targets the lowest 25% of students in Reading and Math. Pelican's PECP (after school program) funds are utilized to supplement programs and resources when needed. Individual grade levels are writing grants for field trips/ hands-on experiences in conjunction with Science curriculum.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Marie Pellechio	Parent
Nina Ramirez	Parent
Rich Feichter	Education Support Employee
Ed Carter	Principal
Stacey Lau	Business/Community
Sarah Lau	Parent
Mary Jo Vidal	Teacher
Laurie Blackwell	Teacher
Kimberly Allen	Education Support Employee
Jovanni Conway	Parent
Chuck Steckley	Business/Community

Duties

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

Evaluation of last year's school improvement plan

The plan was presented and approved at the SAC meeting and a follow-up was conducted mid-year to share progress toward our goals. Monthly meetings were used to review components of the SIP, such as Parent Involvement.

Development of this school improvement plan

SAC Members were invited to collaborate in the creation of the School Improvement Plan. During our first SAC meeting, the SIP will be presented and discussed.

Preparation of the school's annual budget and plan

Budget will be presented at our second SAC meeting.

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

The SIP funds were allocated to pay for substitutes for release time of teachers. \$1052.00 was spent on substitutes so teachers could attend the Core Connections Writing trainings.

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
Corlew, Kelley	Teacher, K-12
Gallon, Danielle	Teacher, K-12
Ciaschini, Donni	Teacher, K-12
Robinson, Trisha	Teacher, K-12
Romano, Brianne	Teacher, K-12
Bartz, Christine	Teacher, K-12
Comerota, Samantha	Teacher, K-12
Allain, Megan	Teacher, K-12
Cash, Stephanie	Teacher, K-12

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

Pelican's LLT goals are as follows:

cross grade level planning for achievement/vertical alignment

incorporating writing strategies across the curriculum

incorporating science and social studies into the ELA block

plan schoolwide activities to promote literacy (read-in, Read Across America day, incentives for AR reading, etc.)

collaborate through PLCs to determine best practices and give classroom support to teachers and their students

attend district Literacy Contact meetings

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, common planning time across grade levels is provided. Several grade level assignments were adjusted prior to the school year to provide optimal alignment of teachers within grade levels. A scheduled time and day for PLCs has been provided, as has a designated area for PLC meetings. A team of teachers attended the "Train the

Trainers Solution Tree PLC training" during the summer, and knowledge gained was shared with all teachers during pre-school training.

The Pelican staff members contributed to the mission, vision, and mantra of the school, and have helped develop norms for faculty meetings. Weekly grade-level meetings are required, for the purpose of collaboration on consistency throughout grade level (curriculum, grading practices, homework, lesson planning, sharing of resources, communication to parents).

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

In order to recruit, develop, and retain highly qualified, certified, and effective teachers, the administrative team encourages teachers to take on leadership roles throughout the school. Professional development opportunities are offered monthly throughout the district. A positive school-wide culture has been developed through team-building and staff recognition at meetings. In collaboration with the APPLES program, new teachers are partnered with veteran staff and meet monthly. PLCs encourage collaboration and interdependence throughout grade levels. Grade level teams are encouraged to share best practices and to model best practices for each other. A lesson study for each grade level will be implemented this school year. The Educational Impact program will be utilized for professional development. Administrators established interview panels for hiring of new staff, as well.

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

Beginning teachers have been paired with a veteran teacher with Clinical Education certification. Teachers and their mentors are on the same grade level team. All teachers, with an emphasis on new teachers, are being offered professional development training throughout the school year to enhance instructional techniques. APPLES teachers and their mentors will meet monthly to provide guidance and support. Ed Impact courses will be utilized with APPLES participants.

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

Teachers follow the district's academic plans with fidelity. The academic plans are aligned with the Florida standards. Lesson plans are submitted weekly via OnCourse and are reviewed by Administration to ensure alignment. Florida standards are linked within lesson plans. Compass learning paths that teachers assign/design for students are aligned to the FL standards. Walk-throughs are utilized to observe standards-based teaching. Learning objectives are posted in each classroom. The district's adopted Reading, Math, Science, and Social Studies instructional programs are utilized along with supplemental materials that are aligned with the Florida standards.

Instructional Strategies

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

Academic data analysis begins within PLCs. Grade level teams collaborate to identify best practices, and to determine student academic needs. Once needs are established, teams work to plan differentiated instruction through centers/small groups, and to plan groups for grade-level-wide

SMART time. Many strategies are utilized to meet the diverse needs of students, including: Kagan structures/activities; resource push-in; Gifted resource used for enrichment; after school tutoring; and small group instruction. Students are identified as needing additional interventions through our MTSS and ESOL committees, and receive interventions while being progress monitored. Students with behavioral needs are addressed through the PBS committee and the MTSS committee, and receive behavioral interventions through adult mentors and teachers. Social skills counseling may be received through the School Counselor, Behavior Specialist, or School Psychologist.

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: After School Program

Minutes added to school year: 3,600

3rd, 4th, and 5th grade students are invited to attend tutoring sessions in Math and/or Reading. Tutoring sessions meet for two hours each week. Students who have been identified as being in the bottom 25% are invited for tutoring.

Strategy Rationale

Students are identified by teachers for tutoring through analysis of baseline tests, FCAT scores, and current student performance. Students receive intensive, small-group instruction during tutoring sessions. Instruction is standards-based and varies based on individual student need.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Ausman, Ben, benjaminia@leeschools.net

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

Progress Monitoring in Reading and Math will be conducted in September, December, and April. Student growth will be monitored and areas of opportunity for growth will be identified for each student. Prerequisite Skills Assessment will be given for Math and Reading Street Placement Test will be given for Reading.

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

Incoming Kindergarten students will be administered the FLKRS state assessment, which evaluates the effectiveness of VPK programs. Student orientation is held annually in May for the upcoming school year. Incoming students are screened using the District Screening Tool prior to entering Kindergarten. All parents are invited to Kindergarten curriculum night in September. Fifth grade students are being prepared for middle school by switching classes/teachers. Teachers are working in teams of two to departmentalize. The curriculum delivery is designed similarly to middle school, in which planning, organization, note taking skills, and graphic organizers as a learning tool are emphasized.

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

N/A

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Increase student achievement gains in Math school-wide by focusing on teaching and learning for the following subgroups: Hispanic; African American; and Economically Disadvantaged.
- G2.** Increase student achievement gains in Reading school-wide by focusing on teaching and learning for the following subgroups: White; Hispanic; African American; Students with Disabilities; and Economically Disadvantaged.

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 achievement gains in Math school-wide by focusing on teaching and learning for the following subgroups: Hispanic; African American; and Economically Disadvantaged. 1a

G042777

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	75.0
AMO Math - African American	67.0
AMO Math - Hispanic	68.0
AMO Math - ED	71.0
Math Gains	70.0
Math Lowest 25% Gains	70.0

Resources Available to Support the Goal 2

- Go Math Curriculum
- Paraprofessionals
- Bilingual Tutors
- SMART time
- Professional Development
- Compass Learning/Odyssey
- FASTT Math computer program
- Professional Learning Communities
- After school tutoring
- small group differentiation

Targeted Barriers to Achieving the Goal 3

- Student needs vary widely within each classroom and grade level

Plan to Monitor Progress Toward G1. 8

Formative and summative math assessment data will be analyzed to determine student progress towards the goal

Person Responsible

Edwin Carter


Schedule

Quarterly, from 9/4/2014 to 5/29/2015

Evidence of Completion

Baseline/Midyear/End of Year tests, Math chapter tests, Performance Matters, Pinnacle

G2. Increase student achievement gains in Reading school-wide by focusing on teaching and learning for the following subgroups: White; Hispanic; African American; Students with Disabilities; and Economically Disadvantaged. 1a

 G038520

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	75.0
ELA/Reading Lowest 25% Gains	70.0
AMO Reading - African American	81.0
AMO Reading - ED	77.0
AMO Reading - Hispanic	75.0
AMO Reading - SWD	51.0
AMO Reading - White	81.0

Resources Available to Support the Goal 2

- Reading Street Curriculum
- Paraprofessionals
- Bilingual Tutors
- SMART Time
- Professional Development Training
- Go Math! Curriculum
- Computer Labs
- Media Center
- Renaissance Learning
- Spalding Phonics
- Compass Learning/Odyssey
- FCAT Explorer
- FOCUS Florida
- FASTT Math Computer Program
- My NG Connect
- McGraw-Hill Social Studies Curriculum
- Professional Learning Communities
- Parent Volunteers
- Support Staff
- District Professional Development Training
- After school tutoring

Targeted Barriers to Achieving the Goal 3

- Integration of Science, Social Studies, and Writing throughout ELA block

Plan to Monitor Progress Toward G2. 8

Formative and summative assessments in Reading will be collected and analyzed to determine student progress towards the goal.

Person Responsible

Edwin Carter

Schedule

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

Evidence of Completion

STAR Reports, STAR Early Literacy Reports, Baseline/MidYear/EOY Testing, Concept Tests, Performance Matters, Pinnacle

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 achievement gains in Math school-wide by focusing on teaching and learning for the following subgroups: Hispanic; African American; and Economically Disadvantaged. **1**

 G042777

G1.B5 Student needs vary widely within each classroom and grade level **2**

 B104559

G1.B5.S3 Use PLC/common planning time to share best practices in Math and to plan for differentiated instruction based on student data **4**

 S115788

Strategy Rationale

Increase best practices in each classroom based on student data; can use student data to form SMART time groups based on student need; can use student data to form differentiated groups within each classroom

Action Step 1 **5**

Teachers will utilize PLC time/common planning time to share best practices in Math, and to plan for differentiated instruction based on student data.

Person Responsible

Edwin Carter

Schedule

Weekly, from 9/4/2014 to 5/29/2015

Evidence of Completion

PLC minutes/agendas, SMART time group lists, lesson plans, classroom walkthroughs

Plan to Monitor Fidelity of Implementation of G1.B5.S3 6

Classroom teachers will use PLC/common planning time to share best practices in Math and to plan for differentiated instruction based on student data.

Person Responsible

Edwin Carter

Schedule

Weekly, from 9/4/2014 to 5/29/2015

Evidence of Completion

Lesson plans, PLC minutes/agendas, PLC data binders

Plan to Monitor Effectiveness of Implementation of G1.B5.S3 7

Formative and summative math assessment data will be collected and analyzed to determine student progress towards the goal.

Person Responsible

Edwin Carter

Schedule

Quarterly, from 9/4/2014 to 5/29/2015


Evidence of Completion

Baseline/Midyear/End of Year assessments, math chapter tests, Performance Matters, Pinnacle

G2. Increase student achievement gains in Reading school-wide by focusing on teaching and learning for the following subgroups: White; Hispanic; African American; Students with Disabilities; and Economically Disadvantaged. **1**

 G038520

G2.B1 Integration of Science, Social Studies, and Writing throughout ELA block **2**

 B092495

G2.B1.S2 Use PLC/common planning time to share best practices in integrating Science, Social Studies, and Writing **4**

 S103404

Strategy Rationale

Increase best practices in each classroom based on student data

Action Step 1 **5**

Teachers will use PLC/common planning time to share best practices in integrating Science, Social Studies, and Writing

Person Responsible

Edwin Carter

Schedule

Weekly, from 8/20/2014 to 5/27/2015

Evidence of Completion

lesson plans, observations, and walk-throughs,

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

Use PLC/common planning time to share best practices in integrating Science, Social Studies, and Writing

Person Responsible

Edwin Carter

Schedule

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

Evidence of Completion

Lesson plans, PLC minutes/agendas, PLC data binders

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

Use PLC/common planning time to share best practices in integrating Science, Social Studies, and Writing

Person Responsible

Edwin Carter

Schedule

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

Evidence of Completion

PLC agendas/minutes, PLC data binders, observations, classroom walk-throughs, evidence of Science, Social Studies, and Writing being integrated in the ELA block

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
G2.B1.S2.A1	Teachers will use PLC/common planning time to share best practices in integrating Science, Social Studies, and Writing	Carter, Edwin	8/20/2014	lesson plans, observations, and walk-throughs,	5/27/2015 weekly
G1.B5.S3.A1	Teachers will utilize PLC time/common planning time to share best practices in Math, and to plan for differentiated instruction based on student data.	Carter, Edwin	9/4/2014	PLC minutes/agendas, SMART time group lists, lesson plans, classroom walkthroughs	5/29/2015 weekly
G1.MA1	Formative and summative math assessment data will be analyzed to determine student progress towards the goal	Carter, Edwin	9/4/2014	Baseline/Midyear/End of Year tests, Math chapter tests, Performance Matters, Pinnacle	5/29/2015 quarterly
G1.B5.S3.MA1	Formative and summative math assessment data will be collected and analyzed to determine student progress towards the goal.	Carter, Edwin	9/4/2014	Baseline/Midyear/End of Year assessments, math chapter tests, Performance Matters, Pinnacle	5/29/2015 quarterly
G1.B5.S3.MA1	Classroom teachers will use PLC/ common planning time to share best practices in Math and to plan for differentiated instruction based on student data.	Carter, Edwin	9/4/2014	Lesson plans, PLC minutes/agendas, PLC data binders	5/29/2015 weekly
G2.MA1	Formative and summative assessments in Reading will be collected and analyzed to determine student progress towards the goal.	Carter, Edwin	8/29/2014	STAR Reports, STAR Early Literacy Reports, Baseline/MidYear/EOY Testing, Concept Tests, Performance Matters, Pinnacle	5/29/2015 monthly
G2.B1.S2.MA1	Use PLC/common planning time to share best practices in integrating Science, Social Studies, and Writing	Carter, Edwin	8/29/2014	PLC agendas/minutes, PLC data binders, observations, classroom walk-throughs, evidence of Science, Social Studies, and Writing being integrated in the ELA block	5/29/2015 weekly
G2.B1.S2.MA1	Use PLC/common planning time to share best practices in integrating Science, Social Studies, and Writing	Carter, Edwin	8/29/2014	Lesson plans, PLC minutes/agendas, PLC data binders	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 achievement gains in Math school-wide by focusing on teaching and learning for the following subgroups: Hispanic; African American; and Economically Disadvantaged.

G1.B5 Student needs vary widely within each classroom and grade level

G1.B5.S3 Use PLC/common planning time to share best practices in Math and to plan for differentiated instruction based on student data

PD Opportunity 1

Teachers will utilize PLC time/common planning time to share best practices in Math, and to plan for differentiated instruction based on student data.

Facilitator

Grade level chairpersons

Participants

all classroom teachers

Schedule

Weekly, from 9/4/2014 to 5/29/2015

G2. Increase student achievement gains in Reading school-wide by focusing on teaching and learning for the following subgroups: White; Hispanic; African American; Students with Disabilities; and Economically Disadvantaged.

G2.B1 Integration of Science, Social Studies, and Writing throughout ELA block

G2.B1.S2 Use PLC/common planning time to share best practices in integrating Science, Social Studies, and Writing

PD Opportunity 1

Teachers will use PLC/common planning time to share best practices in integrating Science, Social Studies, and Writing

Facilitator

Grade-level chairpersons

Participants

all classroom teachers

Schedule

Weekly, from 8/20/2014 to 5/27/2015