Edward A. Upthegrove Elementary

2014-15 School Improvement Plan

Edward A. Upthegrove Elementary

280 N MAIN ST, Labelle, FL 33935

http://hendry-schools.org/education/school/school.php?sectionid=8&sc_id=1171294169

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	Yes	80%

Alternative/ESE Center	Charter School	Minority
No	No	70%

School Grades History

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

School Board Approval

This plan is pending approval by the Hendry 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.

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	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 Upthegrove Elementary School is to develop self-sufficient, productive individuals by providing a student-focused comprehensive curriculum supported by a safe and orderly environment, effective use of human resources, community involvement, quality facilities and materials, visionary leadership and sound management.

Provide the school's vision statement

The staff and faculty of Upthegrove Elementary School will provide a wide range of learning opportunities for all students, staff and faculty. Class sizes will be maintained per state and local guidelines. Quality education will be on the cutting edge and current to state guidelines. All students will be expected to achieve their fullest potential by attending and participating to their best ability. Parents and community will be expected to be involved with the school. All available resources will be used to accomplish these goals, including county, school, community and other state agencies.

School Environment

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

Edward A. Upthegrove teachers and staff strive to build positive relationships with all students. We incorporate celebrations of different cultures, ie. Cinco De Mayo within individual grade levels as well as Christmas Around the World activities to learn about the different cultures. We are also incorporating our AR theme school-wide. which encompasses the theme "All Around the World" . Our AR/AM reading/math program allows for individual student progress with teacher/student conferences occurring often with reviews on status of student work and understanding of content.
Utilizing the Successmaker program in the reading and math content area, allows for students and teachers to work together in constructing graphs to show progress. We have adapted time within the day for consistent feedback with students on their academic progress.

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

Students are greeted when getting off the bus or at the pick-pick-up line. Students are monitored while sitting on the benches outside of their classrooms or at breakfast and allowed in the classroom at 7:55. Students are also monitored in the afternoon whether at buses or parent-pickup. When students are not picked up by 3:00, a parent/guardian is required to sign them out of the office. Edward A. Upthegrove SIP team has reviewed and made changes within our school compact to incorporate a more wide range of guiding questions on expectations of all participants We have expanded our agreement to include: paraprofessionals as well as custodial, office staff, etc. Additional statements include: For students; I agree to treat other students and adults with respect. For parents: no changes made.
Included within the teacher section: added Paraprofessional/staff as well as the added statement: I agree to treat all professionals, staff, parents and students with respect.

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

This past summer, Upthegrove Elementary school made available to all staff a training on Positive Behavior Support so that our school, could incorporate this program school wide. It was well received and new behavioral policies have been put into place. PBS is the application of evidence based strategies and systems to assist schools to increase academic performance, increase safety, decrease problem behavior and establish positive school cultures. For example, these policies allow for students to spend more time in the classroom with fewer distractions and gives teachers more specific guidelines and tips for handling varying types of behaviors prior to getting to the level of being sent to the office. This new program sets up more positive communication with parents/students/ school leading to success for all.

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

Parent communication and keeping in touch with our students' needs is a vital part of making sure that students needs are being met. Our Counselor, Dean, and Principal all have an open door policy to which parents, as well as students, are encouraged to stop by if needed. We are in the beginning stages of working with the Big-Brother, Big Sister program brought to our county this year to help mentor our students who quality.
We also have outside counselors that provide services for students on a weekly/monthly basis.

Early Warning Systems

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

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

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	28	21	21	9	16	17	112
One or more suspensions	3	5	0	3	5	4	20
Course failure in ELA or Math	12	14	0	0	0	0	26
Level 1 on statewide assessment	0	0	0	13	14	23	50

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	5	6	1	2	1	8	23

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

We continually make parent contact, set up meetings, show data, etc to let parents see the impact on attendance and grades. We share specific academic data as well as attendance, with parents in IEP meetings, 504 meetings, parent conferences and MTSS meetings.

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

Teachers utilize the student planner to have open communication with parents/guardians.
Provide opportunities for parents to attend evening meetings, conferences and student/parent activities.
ie: Fall Festival, Family Reading night, Science Wizard etc.
On Campus translators will be available for the above listed activities. Also, school wide call outs will be done in both English and Spanish to remind parents of the activities offered.
Quarterly newsletters highlighting students(Citizen of the Month, AR goals met, etc) as well as listing upcoming events held at school site.

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

We have a positive relationship within the Rotary Club which supports us financially after the annual spaghetti dinner. This money allows us to purchase items to use within the classroom setting to enhance academic achievement.
K-2 grades incorporate learning about safety through our Fire Prevention program (includes Smokey the Bear and local firefighters), Water Safety through our PE program.
1st grade attends the local Barron Library to learn about checking out books for summer reading.
2-5 grade attends the Caloosa Nature walk which provides a wide range of learning experiences after a week long of preparing for Earth Day celebrations.

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
Luckey, Larry	Principal

Duties

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

Teresa Baker - Guidance Counselor - Chair of SAC - brings any additional data to the meeting as needed
Sasha Tack - Reading Coach - Chair of the MTSS Leadership team - Facilitates MTSS meetings
Melanie Holt - Reading Resource teacher - brings relevant data to the meeting
Gen. Ed teacher - brings data and other relevant information to share at the meeting to set appropriate goals fo the individual student.
Larry Luckey - Principal - shares any relevant information (discipline etc.)
Karra Rivas- Dean shares any relevant information (discipline etc.)

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 team will assist teachers in the processes of MTSS. Professional Development activities relative to the MTSS process used in the identification of eligibility for ESE services, and assisting in identifying relevant interventions and demonstrating proper data collection techniques. The team will ensure that the school is providing high quality instruction and interventions are matched to the needs of the individual student. The team will also ensure the use of learning rate over time and level of performance to make important educational decisions to guide instruction.
Title 1 Part A/Part C - Parent Involvement strategies will be included within SAC and the $ attached to our School Advisory Council. Some funding from SAC include money set aside for our Family Reading Night as well as our Fall Festival and the Wild Wizard on campus field trip. These are not set out to be a fundraiser but an outreach to get families involved in their child's education. We also provide parents with translators on nights of parent conferences, open house, travel to school for meetings when necessary.
The Homeless Program helps our students with Backpacks, supplies. etc. Also, Community Organizations have put together a food backpack ministry to help many student (many homeless) on weekends to have food available to them.
Our Title III program assists our school with the transition between the RCMA/VPK programs. We will coordinate with this program through a program called Block Fest which will assist parents and children with the transition from VPK to the public school setting. The Title I Director will coordinate with the VPK Program Directors to set up this event.
UES will use the DARE program at the beginning of the school year to assist students with making the right choices when coming across with PEER pressures. This program is only one of Violence Prevention used at UES. The new Prevent Bullying Curriculum coming from the District level will also be taught at UES through the Guidance/Admin offices.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Larry Luckey II	Principal
Teresa Baker	Teacher
Chrissy Banda	Education Support Employee
Melissa Gutierrez	Education Support Employee
Steve Nisbet	Business/Community
Arlene Molina	Parent
Sabrina Collins	Education Support Employee
Maria Salinas	Teacher
Angie Sigula	Education Support Employee
Yadira Molina	Student
Anita Vasquez	Parent
Amy Perez	Parent
Paula Cockram	Parent

Duties

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

Evaluation of last year's school improvement plan

The SAC:
provided financially for grade level field trips
reviewed data on student performance and charted "bubble students"(using FCAT data)
reviewed data and utilized data to make small reading groups to work on specific skills
provided FCAT t-shirts to students and staff
tracked parental involvement with sign in sheets for parent conference as well as school activities(fall festival, reading night, Edison Wild Wizard in house field trip)
provided financially for student agenda to assist with parental communication/involvement

Development of this school improvement plan

The SAC team will review the data from the Prior year's assessment to determine areas showing student academic success for the 2013-14 school year and what we need to do to enhance, change or add to to continue to improve our student achievement.
The SAC team will also work with other committee groups to review goals, brainstorm resources, discuss and prioritize barriers as well as strategies to overcome these barriers and reach the set goals.

Preparation of the school's annual budget and plan

We will review the current budget and look at the areas of need for our school and prioritize what is most important to help increase student achievement on statewide assessments.

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

Assist grade levels with expenditures for traveling to out of county field trips:
$100.00 per grade level with the exception being $100.00 being spent for the end of the year water day for Kindergarten
FCAT supplies - up to $1500.00

Student Agendas - $1700.00
Story Wars - 200.00
Wild Wizard FCAT Prep. program from Edison Home - $500.00
All items are subject to change cost from last year to current.

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
	Instructional Coach
Luckey, Larry	Principal

Duties

Describe how the LLT promotes literacy within the school

The major initiative of the RLT will be in monitoring the success the of our current literacy programs: STAR, STAR EL, EL, AR, Successmaker, as well including the current District reading curriculum. Grade levels will share goals and usage of current literacy programs in order to ensure these programs are being utilized for high quality instruction and data collection. PLCs will be continued to focus on incorporating Differentiated Instruction (DI) into daily classroom activities. Team members will evaluate and monitor the progress of implementation on a monthly basis. Professional articles and texts will be utilized to assist in this process.

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

Teachers at UES will be given opportunities to plan collaboratively not only within their grade level teams but as well, their small group teams which include: resource, ESE and reading coach.
Small group reading instruction occurs daily and is a 30 minute block of time where groups have been dividing working on specific ability levels and then working with particular areas of difficulty for those groups of students.
Data meetings are held monthly with the grade levels, Reading Coach, Reading, Resource, Guidance, Dean/Principal. At these meetings, we review data, help to discuss what is working within the groups, what needs to be adjusted and review the student groups themselves as some students should consistently be moving within the groups after these monthly meetings.

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

Once highly qualified teachers are hired, Edward A. Upthegrove Elementary provides many opportunities for new teachers to learn from highly qualified veteran teachers on staff. These opportunities include the option to visit other classrooms where they will see instructional modeling by veteran teachers. They

work closely with a mentor teacher. Each mentor teacher has successfully completed the Clinical Education endorsement.

Administrators in Hendry County are encouraged to attend local and state recruiting fairs that are held in April of each school year. The principals work closely with the Human Resources office to obtain applicant information that reflects the highly qualified status that they are looking for to fill their open positions. Principals also views the Heartland Consortsium Applitract website to assist in locating highly qualified candidates.

People responsible include: Mr. Larry Luckey and Mrs. Karra Rivas

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

Monitoring Plan includes: Weekly meetings to discuss issues of importance. Mini workshops in various areas of professional development such as Write Traits, Differientiated Instruction, Common Core, Lesson Planning and understanding data

New teachers needing mentors include: Mrs. Chassey and Mrs. Davis. Mrs. Tack will be their mentor. She has taught pre-kindergarten - 4th grade including ESE, for 10 years and is our Reading Coach. She is the Lead Teacher for 1 and 2nd Grade. Mrs. Tack is experienced in Differentiated Instruction as well as the new Common Core Curriculum.

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

New reading and math textbooks were purchased last year for K-2 that are specifically aligned to the new Florida Standards. This current school year 3- 5 was added to the new curriculum to meet these new standards.

Our Reading Coach and Reading resource teacher are continuously looking for additional resources that relate to these new standards and sharing them with the staff through professional development and small group settings.

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

UES has implemented small groups within grade levels to assist students experiencing difficulty with varying skill areas. Data meetings are held monthly to assess student progress and adjust groups as needed.

Working within these flexible small group settings will help students attain the proficient or advanced level on state assessment.

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:

UES offers a Migrant After school program that assists students with homework help. A Language Acquistion after school program is also offered 2 days a week after school. These programs will begin sometime in October 2014.
UES also offers Computer Lab time in the morning using the Successmaker Program for students in 2nd - 5th grade needing additional assistance in preparing for the statewide assessment test.

Strategy Rationale

The morning lab and after school programs that we offer assist students with individual help in areas of difficulty for them and are tracked continuously using data such as grades, SM reports, and/or conferences with teachers.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Luckey, Larry, luckeyl@hendry.k12.fl.us

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

.
The Migrant After school program is strictly used to assist students with homework and then offer additional resources to enhance appropriate grade level academic needs. The effectiveness of this program is directly seen within the individual student's classroom and has direct impact on his student achievement. Improvement is seen within the students report card as well as discussed, if needed at parent/teacher conferences.
The Language Acquisition Program is used to assist student having difficulty with the English Language and is not given a pre/post test. The effectiveness of this program is directly seen within the individual student's classroom and has direct impact on his student achievement.
The students who attend the morning lab will be tracked by their classroom teacher on their progress and will assist the teacher in making adjustments to the DI they do in their classrooms.

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

UES has one migrant VPK program. Out teacher implements phonemic awareness, alphabet recognition, phonics, concept of print, read alouds, number concepts to 20, fine and gross motor skills, and learning centers in her lesson plans. Listening and folling directions is also an important component in her lessons.
At UES, all incoming Kindergarten students are assessed upon entering Kindergarten in order to determine individual as well as group needs. Students are assessed based on school readiness, oral language, print/letter awareness, phonemic and phonetic awareness.
Screening data will be collected and analyzed by classroom teachers and resource teacher in order

to provide targeted instruction based on individual needs. The tools used to collect date include: FAIR, FLKRS and Discovery Ed.

UES offers a visitation day for headstart and preschool students who will be attending our school. The pre-schoolers receive a tour of the school and are included in the activities within the kindergarten classrooms for that day.

Students going to the middle school have a pre-planned visit prior to the end of the school year to the school site. A presentation on what is expected and a tour is given at this time. The Middle school also has an open house prior to the school year starting for all new incoming students. 5th grade ESE students are given a transition packet at their IEP meetings.

College and Career Readiness

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

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

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](), as required by section 1008.37(4), Florida Statutes

School Improvement Goals

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

Problem Solving Key

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

1 = Problem Solving Step   S123456 = Quick Key

Strategic Goals Summary

G1.   Increase student rich content vocabulary through a variety of experiences across grade levels.

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 rich content vocabulary through a variety of experiences across grade levels. [1a]

🔍 G044999

Targets Supported [1b]

Indicator	Annual Target
AMO Reading - All Students	70.0
AMO Math - All Students	73.0
FCAT 2.0 Science Proficiency	59.0
FAA Writing Proficiency	61.0

Resources Available to Support the Goal [2]

-
- Implement vocabulary strategies, use of learning centers, and implement focus small group instruction appropriate for student's grade level. .
- Core Content Curriculum Assessments: FAIR, STAR, STAR EL, Successmaker, FSA, Performance Matters, Discovery Ed

Targeted Barriers to Achieving the Goal [3]

- School readiness levels of students are often unequal resulting in gaps in academic language proficiency, prior knowledge, and reading comprehension.

Plan to Monitor Progress Toward G1. [8]

Data from Assessments given throughout the school year as well as weekly reading test and math chapter tests.

Person Responsible

Larry Luckey

Schedule

Weekly, from 9/1/2014 to 5/28/2015

Evidence of Completion

Excel worksheets are turned in weekly to the Reading Coach to review. This will determine areas of Professional Development needs as well maintain communication between teachers and the Reading Coach. Students will keep individual data notebooks to graph and reflect on their own progress.

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 rich content vocabulary through a variety of experiences across grade levels. 1

🔑 G044999

G1.B1 School readiness levels of students are often unequal resulting in gaps in academic language proficiency, prior knowledge, and reading comprehension. 2

🔑 B110960

G1.B1.S1 The review of strategies used within grade levels to show the results of implementing Florida Standard strategies and Differentiated Instruction within individual classrooms. 4

🔑 S122430

Strategy Rationale

Flexible small group instruction allows for students to get more specific skill based instruction in the areas of need. It also allows for students to be reassigned small groups as achievement levels within the skill are met.

Action Step 1 5

Students will be placed in small groups within grade level according to assessment data showing the specific skill area of difficulty for those students.

Person Responsible

Larry Luckey

Schedule

Daily, from 8/18/2014 to 5/7/2015

Evidence of Completion

students small group settings will change throughout the year after data is reviewed quarterly.

Action Step 2 `5`

Once a month grade level data meetings will be held to discuss fidelity of implementation of small groups. Teachers will be required to bring their data notebook showing the latest assessment data.

Person Responsible

Larry Luckey

Schedule

Evidence of Completion

Teachers will have data notebooks and are required to monitor student progress using a school wide tracking form inputting weekly progress of individual students.

Action Step 3 `5`

Monthly grade level meetings will help to review student achievement and adjust small groups as needed.

Person Responsible

Larry Luckey

Schedule

Monthly, from 9/25/2014 to 5/7/2015

Evidence of Completion

Assessments will be used as evidence to assess and monitor effectiveness of the action plan. Assessments include all Core Content curriculum;. ie: STAR,. STAR EL, Performance Matters, FAIR, Discovery Ed, Successmaker.

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

Once a month grade level data meetings to discuss fidelity of implementation of small groups. Teachers will be required to bring their data notebook showing the latest assessment data.

Person Responsible

Larry Luckey

Schedule

Monthly, from 9/25/2014 to 5/7/2015

Evidence of Completion

Teachers will have data notebooks and are required to monitor student progress using a school wide tracking form inputting weekly progress of individual students.

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

Monthly grade level data meetings will help to review student achievement and adjust small groups as needed.

Person Responsible

Larry Luckey

Schedule

Monthly, from 9/25/2014 to 5/7/2015

Evidence of Completion

Assessments will be used as evidence to assess and monitor effectiveness of the action plan. Assessments include all Core Content curriculum. ie: STAR, STAR EL, Performance Matters, FAIR, Discovery Ed, Successmaker.

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	Students will be placed in small groups within grade level according to assessment data showing the specific skill area of difficulty for those students.	Luckey, Larry	8/18/2014	students small group settings will change throughout the year after data is reviewed quarterly.	5/7/2015 daily
G1.B1.S1.A2	Once a month grade level data meetings will be held to discuss fidelity of implementation of small groups. Teachers will be required to bring their data notebook showing the latest assessment data.	Luckey, Larry	9/25/2014	Teachers will have data notebooks and are required to monitor student progress using a school wide tracking form inputting weekly progress of individual students.	monthly
G1.B1.S1.A3	Monthly grade level meetings will help to review student achievement and adjust small groups as needed.	Luckey, Larry	9/25/2014	Assessments will be used as evidence to assess and monitor effectiveness of the action plan. Assessments include all Core Content curriculum;. ie: STAR,. STAR EL, Performance Matters, FAIR, Discovery Ed, Successmaker.	5/7/2015 monthly
G1.MA1	Data from Assessments given throughout the school year as well as weekly reading test and math chapter tests.	Luckey, Larry	9/1/2014	Excel worksheets are turned in weekly to the Reading Coach to review. This will determine areas of Professional Development needs as well maintain communication between teachers and the Reading Coach. Students will keep individual data notebooks to graph and reflect on their own progress.	5/28/2015 weekly
G1.B1.S1.MA1	Monthly grade level data meetings will help to review student achievement and adjust small groups as needed.	Luckey, Larry	9/25/2014	Assessments will be used as evidence to assess and monitor effectiveness of the action plan. Assessments include all Core Content curriculum. ie: STAR, STAR EL, Performance Matters, FAIR, Discovery Ed, Successmaker.	5/7/2015 monthly
G1.B1.S1.MA1	Once a month grade level data meetings to discuss fidelity of implementation of small groups.	Luckey, Larry	9/25/2014	Teachers will have data notebooks and are required to monitor student progress using a school wide tracking form	5/7/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	Teachers will be required to bring their data notebook showing the latest assessment data.			inputting weekly progress of individual students.	

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportuntities

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

G1. Increase student rich content vocabulary through a variety of experiences across grade levels.

G1.B1 School readiness levels of students are often unequal resulting in gaps in academic language proficiency, prior knowledge, and reading comprehension.

G1.B1.S1 The review of strategies used within grade levels to show the results of implementing Florida Standard strategies and Differentiated Instruction within individual classrooms.

PD Opportunity 1

Once a month grade level data meetings will be held to discuss fidelity of implementation of small groups. Teachers will be required to bring their data notebook showing the latest assessment data.

Facilitator

Sasha Tack

Participants

staff

Schedule

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 student rich content vocabulary through a variety of experiences across grade levels.	5,750
Grand Total	**5,750**

Goal 1: Increase student rich content vocabulary through a variety of experiences across grade levels.		
Description	**Source**	**Total**
B1.S1.A1 - Funds will be used for Grade Level Collaborative planning 1 to 2 times a month. Teachers who attend will be paid their hourly rate for an additional hour per meeting. Collaborative planning will consist of regrouping, as well as reviewing research based data/strategies to enhance small group instruction.	Title I Part A	1,000
B1.S1.A1 - Funding for teacher to attend Professional Development relating to resources, manipulatives within the reading/math curriculum.	Title I Part A	1,000
B1.S1.A1 - Funding for procurement of substitute teachers while teachers observe and note best practices observations.	Title I Part A	0
B1.S1.A1 - Funding for technological resources to assist with implementing STEM throughout our curriculum base using research based programs. (ie. In school field trips)	Title I Part A	1,500
B1.S1.A1 - Funding for resources of academic and behavioral related book studies, i.e. "The Daily Five," PASSport to Success" for faculty and parents.	Title I Part A	750
B1.S1.A1 - Funding for parent /student homework lab to be opened during non-school hours; and funding to increase parent involvement.	Title I Part A	500
B1.S1.A1 - Notes		0
B1.S1.A1 - Notes		0
B1.S1.A2 - Funds will allow teachers to meet bi-weekly to assess the data after school to alleviate taking teacher/student time during the academic school day.	Title I Part A	1,000
Total Goal 1		**5,750**