

Windermere Elementary



2014-15 School Improvement Plan

Windermere Elementary

11125 PARK AVE, Windermere, FL 34786

[no web address on file]

School Demographics

School Type
Elementary

Title I
No

Free/Reduced Price Lunch
12%

Alternative/ESE Center
No

Charter School
No

Minority
26%

School Grades History

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

School Board Approval

This plan was approved by the Orange County School Board on 2/10/2015.

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	17
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	20
Appendix 1: Implementation Timeline	24
Appendix 2: Professional Development and Technical Assistance Outlines	25
Professional Development Opportunities	26
Technical Assistance Items	0
Appendix 3: Budget to Support Goals	27

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	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To lead our students to success with the support and involvement of families and the community.

Provide the school's vision statement

To be the top producer of successful students in the nation.

School Environment

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

We provide professional development during pre-planning and in the month of September on Conscious Discipline, which focuses on creating a school family and establishing positive relationships. Our school-wide behavior team creates incentives to highlight positive behavior on campus.

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

Windermere Elementary fosters a positive school environment which teaches students essential character traits as well as essential problem solving strategies for our students. Before school students are greeted at all arrival locations by school staff. The supervision plan has two adults and several safety patrols. Adults and patrols welcome students, greet them, and patrols escort K-1 grade students to their classrooms to ensure safety. During school all teachers follow the school-wide behavior expectations outlined by the behavior leadership team. Monthly character trait lessons are taught in the classroom and students are recognized on the morning announcements by the principal for displaying the character trait of the month. After school all students are walked to each of their dismissal locations by the classroom teacher. Dismissal is staggered by grade level to minimize traffic of students in the hallways and ensure safety. Each location has two or more adults as well as safety patrols to monitor students and ensure safety. Buses and daycare vans are held until a final call is made over the announcements to ensure all students have arrived at their location.

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

Windermere Elementary has school-wide expectations to build positive behavior on campus and a common language to be used by all staff. School wide expectations are in place and followed for all activities in the classroom and everywhere on our campus. The behavior leadership team meets regularly to discuss positive behavior and develop video clips to review expectations on the morning announcements.

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

We refer students to the MTSS team if they are in need of social or emotional guidance. The MTSS team works closely with our school social worker to provide resources or any referrals to approved agencies for counseling. We have a guardian angel committee through our PTA that provides assistance for families in need and provides clothing, school supplies, field trip funds and other school related needs.

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

Windermere Elementary has an established MTSS and Data meeting schedule to address concerns in learning gaps, behavior, and exclusionary factors affecting these areas such as attendance. For attendance rates below 90% the following procedures are followed: Teacher makes initial contact and call with parent discussing attendance concerns and offering any assistance from the school. The administration sends home the district letter outlining the unexcused absences after 5 to the parent or guardian. A child study meeting is scheduled with parent and social worker if attendance doesn't improve.

Students failing in ELA or Mathematics receive Tier II and Tier III interventions at the school. These students are also recommended for tutoring sessions after October on Tuesday and Thursday after school.

Students receiving a level 1 score receive Tier II and Tier III intervention. MTSS meetings are held regularly with the MTSS coach to discuss data, progress and change of intervention. Tier III intervention is provided by resource teachers after initial 6 weeks of intervention by the classroom teacher is collected.

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	10	7	2	2	9	9	39
One or more suspensions	0	2	3	4	3	5	17
Course failure in ELA or Math	0	0	2	2	0	1	5
Level 1 on statewide assessment	0	0	0	6	8	13	27

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

Indicator	Grade Level					Total
	1	2	3	4	5	
Students exhibiting two or more indicators	1	1	4	3	5	14

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

The MTSS team meets to discuss truancy and excessive tardiness with parents with the support of the school social worker.

MTSS meetings and Data meetings are used to review progress monitor and data of students that are identified as exhibiting two or more early warning indicators.

The ESE team under the direction of the behavior specialist meets to discuss frequent suspensions from students who are in our self-contained units. Behavior Plans are revised as needed to address referrals. These students receive daily social skills lesson, weekly counseling, and small group intense intervention in ELA and Math.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

At least 85% attendance at Open House.

At least 85% attendance at Fall report card conferences.

At least 85% participation in grades K-2 for Pumpkin literacy night.

At least 85% participation in grades 3-5 in Science Fair night.

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

Windermere Elementary has a strong partnership with our community through our Partners In Educaiton (PIE) program. We hold monthly spirit nights to engage our families with our community businesses. Each spirit night is designated to individual grade levels. Grade levels use proceeds from Spirit Nights to buy materials to enhance instruction.

The Windermere Police Department partners with our school to provide the MAGIC program to our 5th graders. They teach students essential problem solving skills as well as substance abuse awareness. Our Police Department also offers an Internet Safety Training to our 4th and 5th graders and their families. They cover cyber bullying and discuss safe use of social media.

Parents are encouraged to partner with the school to support academic achievement. Membership and volunteer opportunities for parents on our PTA, SAC, and Mustang Education Fund are encouraged. Parents are invited to attend Meet Your Teacher, Open House, Report Card Conference Night and Assessment Night. School newsletters, School Messenger, the school website and the Windermere Elementary APP is used to provide current communication with parents.

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
Greer, Diana	Principal
Daves, Sandra	Assistant Principal
Shaw, Susan	Instructional Coach
Ennis, Elizabeth	Other

Duties

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

Diana Greer, Principal; Engages teachers in data analysis that results in the accurate interpretation of data and responsive planning. Closely monitors the intervention and enrichment programs in place in order to increase learning gains. Meets monthly with MTSS team to discuss process, discuss students in tier 2 and tier 3. Communicates MTSS process with parents and shares school-wide data. Sandra Daves, Assistant Principal; In addition to assisting the principal with staff assessments she meets monthly with assigned teams to discuss progress monitoring process, and discuss students in Tier 2 and Tier 3. Monitors MTSS behavior data and implementation of school-wide expectations. Elizabeth Ennis, Staffing Coordinator; As part of the MTSS team she meets regularly with the MTSS coach to support teachers with process and progress monitoring of tier 2 and tier 3 data. Coordinates meetings with SLP and school psychologist to review data and provide recommendations. Closely monitors ELL students progress and the accommodations of students with Section 504 or IEP. Betsy Shaw, Curriculum Resource Teacher; Provides resources and materials for teachers to use for targeted intervention skills. Assist teachers in printing progress monitor data. Coordinates staff development on campus to support strategic goals. Assist teachers with instructional planning using technology tools.

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 MTSS process at Windermere Elementary is a comprehensive program. All teachers are trained on the process at the beginning of the school year. All Tier 1 and Tier 2 documentation is required to be kept by the classroom teacher and revisited every month during data meetings with pre and post intervention data. Level 1 documentation requires six weeks of consistent core implementation. At the conclusion of the six week window, the MTSS team will convene to discuss the successes and continued challenges of the student as it pertains to the core. Six weeks later, any student who continues in the MTSS process will be subject to a Level 2 meeting in which the MTSS team will discuss the success and challenges of the student as it pertains to the interventions used in Tier 2. The team will determine, based on the student data, whether or not to proceed to Tier 3 or continue with interventions that were successful in Tier 2. After six weeks of Tier 3 interventions, the MTSS team will reconvene to determine whether or not the combination of MTSS interventions at Tier 1, Tier 2, and/or Tier 3 has garnered the adequate catch-up growth or if EPT is viable. Staffing Coordinator and VE teacher serve as leads for our MTSS process. Windermere Elementary will use Supplemental Academic Instruction funds to offer after school tutoring in reading and math on Tuesdays and Thursdays from October until April. Each session will be split into 45 minute blocks. We will utilize Florida Common Core workbooks for our struggling students in reading and math in 3-5th grade. Windermere Elementary will use professional development activities for Title II funds. Curriculum Associates will provide a consultant for a follow-up session to previous summer training for the i-

Ready program. This training will focus on desegregating data to differentiate instruction in small groups and how to deconstruct the Florida Standards. The consultant will provide training in providing skill based lessons to meet individual student needs.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Diana Greer	Principal
Jennifer Couch	Teacher
Alyssa Dillon	Teacher
Susan Ott	Teacher
Stephanie Horvath	Teacher
Sharon Chandler	Teacher
Vicky Wise	Education Support Employee
Judy Paulsen	Parent
Karey Freeman	Parent
Christine Crenshaw	Parent
Greg Kelley	Parent
Melissa Rocchio	Parent
Marnita Fry	Parent
Rebecca Schwaeble	Parent
Michael Rossi	Parent
Gary Bruhn	Business/Community
Theresa Myers	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 SAC meet on a monthly basis to review and monitor the the implementation of the 2014-15 School Improvement Plan.

Development of this school improvement plan

The school data was shared with the committee during the first meeting of the school year.

The data was analyzed, reviewed, and a goal was established by the SAC.

When reviewing the past years FCAT scores, SAC gave recommendations to set a goal for math to increase overall student learning gains scores since there was a 4% drop in overall learning gains.

The committee proposed some ideas and activities to support the math goal.

Some proposed ideas to support this goal by the committee were:

to provide intervention/enrichment materials for the mid-high students in all grade levels (Go Math! Common Core Enrichment Book).

Preparation of the school's annual budget and plan

The SAC team meets on a monthly basis to discuss the use of budget funds to support the School Improvement goals.

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

Registration for Orange County Math Olympiad \$99.00
 Go Math! Florida Enrichment books (includes Shipping) \$970.20
 Florida Ready Math books for 3-5 \$845.00
 Problem Solving Games K-2 \$600.00
 Total= \$2,514.20

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
Diederich, Amy	Instructional Media
Shaw, Susan	Instructional Coach
Andrews, Stacy	Teacher, K-12
Campbell, Kim	Teacher, K-12
Kelley, Christina	Teacher, K-12
Ruhle, Cherie	Teacher, K-12
Setaram, Carla	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The major initiatives of the Literacy Leadership Team will be to provide instructional support and resources to the increased levels of rigor as we teach the Florida Common Core State Standards with fidelity. We will work to support instruction using the newly adopted Journey’s ELA/Reading core aligned series. Additionally we will continue to provide resources and professional development for our school wide writing implementation of Core Connections and resources for fundamental writing instruction with Write From the Beginning. We plan to do this by highlighting members of the LLT as model classrooms and mentors to their peers where rigorous reading/ELA lessons can be observed. We will also work to enhance the Accelerated Reader program at our school by becoming experts on all of the various technology components that the program has to offer. We will then provide tutorials for the instructional staff. Finally, we will work to continue professional development on our new reading and math instructional and assessment program, i-Ready. We will provide peer coaching for our peers in order to effectively implement this initiative.

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

Common planning time is provided for each grade level to encourage collaborative lesson study planning and instruction. Administration conducts monthly data meetings to discuss progress monitoring and discuss effective adjustments to plans to meet the needs of students. Common teams meet monthly in PLC's to discuss SMART goals and determine learning targets for deficit skills. Professional development is provided twice a month. Teachers meet in vertical teams during select professional development to facilitate collaboration between grade levels.

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

All instructional applicants are pre-qualified as highly qualified before they are called for an interview.

Responsible: Principal/Assistant Principal-Diana Greer/ Sandra Daves

All teachers participate and contribute to Professional Learning Communities (PLCs), focusing on student achievement and professional development.

Responsible: Principal/Assistant Principal-Diana Greer/ Sandra Daves

All new teachers are assigned to a mentor and take part in the school induction program for support and mentoring.

Responsible: Instructional Coach/Susan Shaw

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

Each new teacher is paired with an experienced teacher who has educational leadership experience and has had training on how to mentor and assist teachers. The following is our plan for teacher mentoring this year:

Mentor Name Mentee Assigned Rationale for Pairing Planned Mentoring Activities

Stephanie Ward Stacey Beavin clinical educator training Deliberate Practice, Common Core both teach 1st grade

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

The district has a rigorous adoption process that analyzes the correlation between core program materials and the Florida standards. Core instructional resources are provided on the Instructional Management System (IMS) and are aligned to the Florida Standards. All schools are expected to utilize the standards-based resources during daily 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

The leadership team will meet monthly to analyze data and discuss curriculum adjustments from progress monitoring results. The MTSS team will meet weekly to analyze tier 2 and tier 3 data. The instructional coach will use data to meet with teachers and support differentiated materials for the classroom. Extended day tutoring will be implemented in reading and math from October to April.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 1,760

Windermere Elementary will offer special area reading and math club on Monday's and Wednesday's from October until April. Each session will be split into 40 minute blocks. We will utilize Florida Common Core materials, i-Ready computer adaptive program, and small group instruction for students in our lowest 30% in reading and math in 3-5th grade.

Strategy Rationale

Student data revealed that this group of students is performing below grade level proficiency levels. The extended time in reading and math should help close the gap in performance for these students.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Greer, Diana, diana.greer@ocps.net

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

To monitor the effectiveness of reading and math extended sessions use Performance Matters benchmarks, SRI lexile assessments, SMI quantile assessments, and i-Ready diagnostic test results.

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

Participate in Kindergarten Round Up in April for registering Kindergarten students.

Provide Kindergarten Readiness handbook to parents at registration describing program and readiness skills.

Provide a Kindergarten Meet Your Teacher and lunch for new Kindergartners and parents reviewing school programs, introducing parent organizations such as PTA, SAC and The Mustang Education Fund.

Utilize FLKRS data results annually to analyze deficit skills for of incoming kindergarten students.

Pre-K students visit Kindergarten classes in the spring during a structured activity.

5th grade students visit feeder middle schools for a day to tour campus and hear about programs. 6th grade feeder school counselors visit to talk to students and discuss course requirements and electives.

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

Windermere Elementary participates in Destination College in grades 3-5. Students are instructed in organizational activities and strategies that will help them experience success at the secondary level. Windermere Elementary participates in Teach-In during the month of November where guests speak to students about their careers.

School wide college and career awareness is emphasized through College Jersey day and graduation expected dates and targets in all hallways.

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

We provide opportunities during the instructional day for students to read non-fiction texts about their community, local and state government and world and national history. This prepares our student for the knowledge and skills necessary to enter the career and technical fields.

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

Through rigorous course work we ensure that all our students leave with the foundational academic skills necessary to be successful in the future.

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

Students are exposed to non-fiction reading material at a high lexile level. Comprehension strategies embedded in instruction require students to use critical thinking skills and analysis to ensure their readiness at the secondary and post secondary levels.

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 Achievement - All students are digital learners with access to digital tools and resources to achieve the Florida Standards and close the achievement gaps.

- G2.** Student achievement will increase as a result of teachers' understanding and use the Florida Standards and the Instructional Framework.

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 - All students are digital learners with access to digital tools and resources to achieve the Florida Standards and close the achievement gaps. 1a

G051217

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	87.0
AMO Reading - All Students	87.0

Resources Available to Support the Goal 2

- Interactive projectors Tablet/ laptop devices for students and teachers Enterprise core and supplemental reading and mathematics intervention software (Achieve 3000, Read 180, etc.) Provided supplemental software (Brain Pop, Gizmos, Defined STEM, Read and Write for Google) Launchpad

Targeted Barriers to Achieving the Goal 3

- Student access to internet outside of the school day.

Plan to Monitor Progress Toward G1. 8

School will monitor scheduling to ensure that all students are appropriately scheduled in a timely fashion and provide opportunities for parents to give feedback on access outside of the school day.

Person Responsible

Diana Greer

Schedule

Monthly, from 9/15/2014 to 4/20/2015

Evidence of Completion

Student and teacher schedules, parent internet access survey results.

G2. Student achievement will increase as a result of teachers' understanding and use the Florida Standards and the Instructional Framework. 1a

G038692

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	77.0
AMO Math - All Students	87.0
ELA/Reading Lowest 25% Gains	63.0
AMO Reading - All Students	87.0

Resources Available to Support the Goal 2

- District MTPS, Florida Standards test item specs, i-Ready, Journeys supplemental resources, Go Math supplemental resources, Florida Standards materials from Curriculum Associates

Targeted Barriers to Achieving the Goal 3

- Teachers have difficulty deconstructing the standards in order to differentiate instruction.

Plan to Monitor Progress Toward G2. 8

i-Observation data, formative assessment data and lesson plan reviews. Student achievement will increase with the implementation of standards based instruction.

Person Responsible

Diana Greer

Schedule

Monthly, from 9/30/2014 to 5/29/2015

Evidence of Completion

Progress monitoring data and i-Ready reports

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

G2. Student achievement will increase as a result of teachers' understanding and use the Florida Standards and the Instructional Framework. **1**

 G038692

G2.B1 Teachers have difficulty deconstructing the standards in order to differentiate instruction. **2**

 B106401

G2.B1.S1 Support teachers to plan and implement differentiated activities that target individual student skills. **4**

 S117686

Strategy Rationale

The data shows that teachers lack knowledge with incorporating differentiated instruction activities.

Action Step 1 **5**

Instructional coach will facilitate planning with teachers to support them in developing differentiated centers.

Person Responsible

Susan Shaw

Schedule

Monthly, from 9/30/2014 to 5/5/2015

Evidence of Completion

Resources and differentiated activities identified in teacher lesson plans.

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

Assistant Principal in PLC's and will review center lesson plans with teams.

Person Responsible

Sandra Daves

Schedule

Monthly, from 9/30/2014 to 5/5/2015

Evidence of Completion

Lesson plan reviews and PLC notes.

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

classroom walk-throughs and lesson plan reviews.

Person Responsible

Diana Greer

Schedule

Monthly, from 9/30/2014 to 5/5/2015

Evidence of Completion

i-Observation data, benchmarks and i-Ready diagnostic reports.

G2.B1.S2 Provide teachers with professional development on the new Florida Standards. 4

 S135035

Strategy Rationale

The data shows that teachers lack knowledge on how to align lesson targets to the new Florida Standards.

Action Step 1 5

Professional Development for teachers on Florida State Standards; deconstructing the standards PD

Person Responsible

Susan Shaw

Schedule

Every 6 Weeks, from 10/29/2014 to 3/25/2015

Evidence of Completion

iObservation data documenting lesson targets aligned to Florida State Stan

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

Classroom walk-through data, lesson plan, MTSS data

Person Responsible

Diana Greer

Schedule

Weekly, from 9/10/2014 to 5/29/2015

Evidence of Completion

MTSS data will be collected and analyzed, MTSS team meeting notes

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

Teachers will be able to differentiate instruction based on data which student achievement will increase.

Person Responsible

Diana Greer

Schedule

Monthly, from 9/10/2014 to 5/29/2015

Evidence of Completion

Performance Matters data, Florida State Assessment data, MTSS team meeting notes, I observation data

G2.B1.S3 PD with follow-up onsite coaching support will be provided for teachers to understand the new K-12 reading/writing program, Core Connections. In PLC teachers will collaboratively plan and analyze student work samples to determine level of student mastery. 4

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Strategy Rationale

The data indicates the need for a school-wide writing program that is embedded across content areas.

Action Step 1 5

PD with follow-up onsite coaching support will be provided for teachers to understand the new K-12 writing program, in PLC teachers will collaboratively plan and analyze student work samples to determine level of student mastery.

Person Responsible

Diana Greer

Schedule

Every 6 Weeks, from 9/10/2014 to 5/29/2015

Evidence of Completion

PLC notes/agenda

Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

Teachers will review student work samples, review OC Write data

Person Responsible

Diana Greer

Schedule

Every 6 Weeks, from 9/10/2014 to 5/29/2015

Evidence of Completion

OC Writes data, student work samples

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7

Student work samples will be analyzed and teachers will provide feedback, OC Writes will be reviewed

Person Responsible

Diana Greer

Schedule

Every 6 Weeks, from 9/10/2014 to 5/29/2015

Evidence of Completion

Student work samples with feedback, OC Writes, Florida Standards assessment

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.S1.A1	Instructional coach will facilitate planning with teachers to support them in developing differentiated centers.	Shaw, Susan	9/30/2014	Resources and differentiated activities identified in teacher lesson plans.	5/5/2015 monthly
G2.B1.S2.A1	Professional Development for teachers on Florida State Standards; deconstructing the standards PD	Shaw, Susan	10/29/2014	iObservation data documenting lesson targets aligned to Florida State Stan	3/25/2015 every-6-weeks
G2.B1.S3.A1	PD with follow-up onsite coaching support will be provided for teachers to understand the new K-12 writing program, in PLC teachers will collaboratively plan and analyze student work samples to determine level of student mastery.	Greer, Diana	9/10/2014	PLC notes/agenda	5/29/2015 every-6-weeks
G1.MA1	School will monitor scheduling to ensure that all students are appropriately scheduled in a timely	Greer, Diana	9/15/2014	Student and teacher schedules, parent internet access survey results.	4/20/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	fashion and provide opportunities for parents to give feedback on access outside of the school day.				
G2.MA1	i-Observation data, formative assessment data and lesson plan reviews. Student achievement will increase with the implementation of standards based instruction.	Greer, Diana	9/30/2014	Progress monitoring data and i-Ready reports	5/29/2015 monthly
G2.B1.S1.MA1	classroom walk-throughs and lesson plan reviews.	Greer, Diana	9/30/2014	i-Observation data, benchmarks and i-Ready diagnostic reports.	5/5/2015 monthly
G2.B1.S1.MA1	Assistant Principal in PLC's and will review center lesson plans with teams.	Daves, Sandra	9/30/2014	Lesson plan reviews and PLC notes.	5/5/2015 monthly
G2.B1.S2.MA1	Teachers will be able to differentiate instruction based on data which student achievement will increase.	Greer, Diana	9/10/2014	Performance Matters data, Florida State Assessment data, MTSS team meeting notes, I observation data	5/29/2015 monthly
G2.B1.S2.MA1	Classroom walk-through data, lesson plan, MTSS data	Greer, Diana	9/10/2014	MTSS data will be collected and analyzed, MTSS team meeting notes	5/29/2015 weekly
G2.B1.S3.MA1	Student work samples will be analyzed and teachers will provide feedback, OC Writes will be reviewed	Greer, Diana	9/10/2014	Student work samples with feedback, OC Writes, Florida Standards assessment	5/29/2015 every-6-weeks
G2.B1.S3.MA1	Teachers will review student work samples, review OC Write data	Greer, Diana	9/10/2014	OC Writes data, student work samples	5/29/2015 every-6-weeks

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.

G2. Student achievement will increase as a result of teachers' understanding and use the Florida Standards and the Instructional Framework.

G2.B1 Teachers have difficulty deconstructing the standards in order to differentiate instruction.

G2.B1.S2 Provide teachers with professional development on the new Florida Standards.

PD Opportunity 1

Professional Development for teachers on Florida State Standards; deconstructing the standards PD

Facilitator

Betsy Shaw, CRT, District HMH support resource teacher

Participants

All classroom teachers

Schedule

Every 6 Weeks, from 10/29/2014 to 3/25/2015

G2.B1.S3 PD with follow-up onsite coaching support will be provided for teachers to understand the new K-12 reading/writing program, Core Connections. In PLC teachers will collaboratively plan and analyze student work samples to determine level of student mastery.

PD Opportunity 1

PD with follow-up onsite coaching support will be provided for teachers to understand the new K-12 writing program, in PLC teachers will collaboratively plan and analyze student work samples to determine level of student mastery.

Facilitator

District support and principal

Participants

all instructional staff

Schedule

Every 6 Weeks, from 9/10/2014 to 5/29/2015

Budget Rollup

Summary

Description	Total
Goal 2: Student achievement will increase as a result of teachers' understanding and use the Florida Standards and the Instructional Framework.	4,550
Grand Total	4,550

Goal 2: Student achievement will increase as a result of teachers' understanding and use the Florida Standards and the Instructional Framework.

Description	Source	Total
B1.S1.A1 - I-Ready Training for lesson planning	School Improvement Funds	1,400
B1.S3.A1 - Subs for writing training	School Improvement Funds	1,200
B1.S3.A1 - Core Connections trainer	School Improvement Funds	1,950
Total Goal 2		4,550