

# Keeth Elementary School



2014-15 School Improvement Plan

## Keeth Elementary School

425 TUSKAWILLA RD, Winter Springs, FL 32708

<http://www.scps.k12.fl.us/schools/schoolinfopage.cfm?schoolnumber=0061>

### School Demographics

<b>School Type</b>	<b>Title I</b>	<b>Free/Reduced Price Lunch</b>
Elementary	No	29%

<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>Minority</b>
No	No	29%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
<b>Grade</b>	A	A	A	A

### School Board Approval

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

### SIP Authority and Template

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

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

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

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	<a href="#">Wayne Green</a>
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 Allan F. Keeth Elementary School is to maximize the individual potential of each student by providing a safe, nurturing environment that facilitates love for learning and respect for self and others. Through the utilization of technology and open communication between school, family, and community, we will promote responsible decision making that will prepare students to be productive citizens in a changing world.

##### **Provide the school's vision statement**

Keeth Elementary School will be the premier elementary school in the Winter Springs Cluster and a top 5

school in SCPS. Keeth will be recognized in the district and the state level for high standards, academic performance, and offering students customized educational pathways..

\*Keeth will support the SCPS vision that every student will graduate from high school prepared for the future as a lifelong learner and a responsible citizen in a democratic society.

\*All of Keeth students and will perform at the highest levels.

\*There will be equitable facilities and opportunities for all students.

\*The school's personnel will be highly qualified, diverse, innovative, enthusiastic, energetic, and dedicated to the mission.

#### School Environment

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

Relationships are the centerpiece of what we do and who we are at Keeth Elementary. We consider ourselves a community school, who works for the best interest of all of our stakeholders. Our school theme this year is "One Community, One Family, We are Keeth", and this theme defines who we are. We accept, educate, and care for all students who enroll at Keeth, and give them the care and education they deserve despite where they come from and the challenges that they may bring to Keeth.

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

PRIDE is defined at Keeth as: (1) Positive Attitude (2) Respectful Behavior (3) Independent Thinking (4) Dedication to Safety (5) Excitement for Learning is the cornerstone of our positive behavior management program and the key in building a positive, safe culture at Keeth Elementary. This acronym creates a school environment of safety, trust, and support with our students and our staff before, during, and after school.

##### **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**

In addition to the PRIDE expectation, at Keeth we have established many positive reward programs such as our Student of the Week Program, Courteous Cougars Program, as well as our Cougar Eyes



Program to positively reinforce our behavior expectations at Keeth. Environment of safety, trust, and support with our students and our staff before, during, and after school. Our school's Positive Behavior Support committee meets as needed to address school-wide procedures and expectations.

**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**

Keeth Elementary has established various counseling services for the needs of our students including anger management, peer resolution, social skills, divorce group, and one on one, when needed. Our school's Guidance Counselor works with groups of students has establish such programs as the "Changing Families" group where she meets with children of divorce or separated parents. This is one of many examples we have here at Keeth to support outside challenges that may affect the students at Keeth.

**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 and administrators use multiple strategies to contact families, including but not limited to, (1) contacting families prior to the start of school to welcome the students to the new school year, (2) inviting families to curriculum nights and open house meetings to meet teachers and school staff and to learn about the curriculum, (3) providing access to school grades, progress monitoring data and other relevant achievement information through the SCPS Parent Information Network, (4) ensuring students show evidence of "owning their data" and scheduling student led conferences as applicable, (5) inviting families to participate in SAC and PTA Boards, (6) inviting families to attend PTA meetings and participate in school related events, (7) using multiple genres of social networking, as well as sending electronic/paper-based newsletters to families on a regular basis, (8) advertising events on school marquees, (9) and numerous other out-reach strategies developed by school staff.

**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**

Teachers and administrators are continually involved in local events and often invited to participate in their community's celebrations. Administrators and teachers reach out to local businesses for participation in the school's business partners programs. As applicable, administrators serve on local rotary clubs, chambers, etc. In addition, faith-based leaders are invited to form relationships with local schools.

**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
Gaffney, Peter	Principal
Porter, Tracy	Assistant Principal
Arbuckle, Sue	Guidance Counselor
Dunaye, Jennifer	Teacher, K-12

**Duties**

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

Leadership team members support and facilitate their grade level Professional Learning Community in student achievement goal development, data analysis, intervention block planning and grouping, common assessment planning, and identification of students in need of tier two or three MTSS support.

***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 school has a core Multi-Tiered System of Supports (MTSS) problem-solving team, comprised of members with expertise in academic and behavioral domains. The team utilizes the continuous problem solving process to identify students who are at-risk in academic and/or behavior and determines why the problem is occurring. The MTSS team meets on a bi-monthly basis to analyze performance data, discuss teacher concerns and informal observational data regarding student performance, and formulate an individualized intervention plan based upon these factors. Intervention blocks are scheduled for thirty minutes each day. During this time, students receive data-based, strategic support in English Language Arts. The literacy coach and paraprofessional staff assist during this tier two time to provide for small group or individual instruction. Tier three interventions are provided to students in need during an additional thirty-minute block in which students receive small group or individual support, coordinated by the literacy coach, utilizing the SIPPS, Making Meaning, and My Sidewalks programs.

Keeth Elementary School will coordinate Title I, SAI funds, and ESE funds to provide tutorial and/or intervention time for students in need of remediation. These funding sources are coordinated to maximize the number of students and the amount of services available for academic interventions.

**School Advisory Council (SAC)**

**Membership**

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

Name	Stakeholder Group
Peter Gaffney	Principal
Stephen Schricker	Parent
Dan Finley	Parent
Erika Cooper	Parent
Kim Ngo	Parent
Dena Brister	Parent
Rebecca Lang	Parent
Jami Parkhill	Parent
Jason Litt	Teacher
Victoria Humphrey	Teacher
Adolph Pernal	Teacher
Kathie Gerber	Education Support Employee
	Student

### 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 Keeth SAC committee helps development, evaluate, and implement the processes for the School Improvement Plan. After initial data is gathered and entered into the SIP application, the plan is taken to the SAC committee for input, feedback, and final approval. Throughout the year, school status in working towards the SIP plan is monitored and discussed during committee meetings. At the beginning of the school year a "State of Keeth" presentation is given to all SAC members that helps evaluate the prior year's School Improvement Plan.

*Development of this school improvement plan*

The Keeth SAC committee plays an important role in the development and implementation process of the School Improvement Plan. After initial data is gathered and entered into the SIP application, the plan is taken to the SAC committee for input, feedback, and final approval. Throughout the year, school status in working towards the SIP plan is monitored and discussed during committee meetings.

*Preparation of the school's annual budget and plan*

The Keeth SAC committee plays an important role in the process of the annual budget and plan. During one of our SAC meeting early in the year, the SAC discusses the needs of the school and vote on a plan to spend our School Improvement funds. Input from the school faculty and staff is provided to the SAC members and it taken into consideration once the final approval is up for consideration.

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

We will receive approximately \$573 in School Improvement Funds and will allocate this towards differentiated instruction materials and programs, which provide curriculum support to students in small group settings.

**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
Dunaye, Jennifer	Teacher, K-12
Gaffney, Peter	Principal
Porter, Tracy	Assistant Principal
Fallon, Sharlyne	Teacher, K-12
Arbuckle, Sue	Guidance Counselor

**Duties**

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

The school Leadership Team, in conjunction with the Literacy Council, will work collaboratively to monitor student performance data, implement research-based best practices for reading instruction, and plan for and provide professional development training on the Common Core State Standards.

**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**

Keeth Elementary promotes professional learning communities. We have established a instructional driven focus through our school's Team Leaders. Our Team Leader meetings are meetings about instruction. Our PLC Team Leaders are responsible for leading their teams through instructional focus strategies. The key focus areas this school year are: (1) Florida Standards (2) Marzano Instructional Strategies Domains 1-4

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

Seminole County Public Schools is always looking for highly qualified, certified teachers to teach our students. The method of recruitment is defines based on the need. SCPS maintains a reputation of being an "A" district, which brings us many highly qualified applicants. Additionally, we welcome university and college interns and field study students. Annually, our district participates in many university job fairs as well as minority and veteran job fairs. The district supports all teachers, but especially new teachers, with mentoring programs. We also provide a variety of in-services and workshops. New teachers are provided with extensive, on-going feedback and are paired with a veteran mentor teacher for one-on-one support during their first year. All teachers, regardless of experience level, are provided with on-going feedback and support, relevant and timely professional development, and allocated time to work collaboratively with colleagues in Professional Learning Communities.

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

Our school has a school-wide mentor who works with administration to coordinate all mentoring activities on our campus. The school-wide mentor was trained by our county's new teacher facilitator and given materials and agendas to support the new teachers during the calendar year. This mentor meets with new teachers in an orientation setting prior to the start of the year. Once the year begins, these new teachers meet regularly with the mentor(s) who best fit that teachers given situation. Mentorship may continue on into the second year as needed. Mentors are selected based upon experience level, their proximity in location to the new teacher, the grade level they teach, and their dedication to serving as a mentor for the new teacher. Mentors and new teachers are provided meeting time to plan and engage in instructional discussions. Additionally, administrators regularly check in with mentors and new teachers to provide support as needed.

## **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 core curricula of Seminole County Public Schools are comprehensive systems employing research-based best-practices, rigorous content, and instructional materials organized in comprehensive instructional plans. Delivery modes and methods require explicit differentiated instruction to the depth of 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***

Keeth uses assessment results to provide and differentiate instruction to meet the needs of our students. Assessments are used as diagnostics and progress monitoring data to determine the needs of our students and to track student progress. Differentiated instructional practices are implemented, including, but not limited to, intervention, enrichment (IE: Spanish virtual lab) and acceleration, dependent on the student's needs.

***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:** 2,500

The school will coordinate supplemental academic instruction funds to provide additional tutorial and/or intervention time for students in need of remediation. These funding sources are coordinated to maximize the number of students and the amount of services available for academic interventions.

**Strategy Rationale**

We will focus on the individual needs of students instructionally and plan according to students needs.

**Strategy Purpose(s)**

- Teacher collaboration, planning and professional development

**Person(s) responsible for monitoring implementation of the strategy**

Porter, Tracy, tracy\_porter@scps.k12.fl.us

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

In addition, district funds are used to provide our school additional paraprofessionals that facilitate small group instruction during the school day.

**Student Transition and Readiness**

**PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

**Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**

Students in the Voluntary Pre-K (VPK) Program visit the kindergarten classrooms at the end of the school year to learn about what to expect in kindergarten. During the summer, students entering kindergarten in selected Title I Schools can attend Ready Set Learn to help prepare them for success in kindergarten. Schools offer an Open House before school starts and kindergarten teachers are available for individual conferences. The VPK Assessment Grant was used to provide private and faith based kindergartens transition in elementary catchment areas.

**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**

NA

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

NA

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

NA

**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**

Keeth Elementary is working with all elementary, middle, and high schools in the Winter Springs Cluster to ensure that we have implemented vertical strategic planning with the intent that students graduate and are ready for post-secondary experiences.

## 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.** Teachers will effectively transition to the new Florida Standards requirements and attend professional development sessions to further their understanding and expectation of what is to be taught.
  
- G2.** Increase the percentage of students making learning gains in Math on the 2015 Florida Standards Assessment (FSA)

## 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.** Teachers will effectively transition to the new Florida Standards requirements and attend professional development sessions to further their understanding and expectation of what is to be taught. 1a

G053271

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	84.0
AMO Reading - African American	70.0
AMO Reading - ED	74.0
AMO Math - All Students	84.0
AMO Math - African American	73.0
AMO Math - ELL	71.0

**Resources Available to Support the Goal** 2

- Literacy Coach
- Administrators
- Teachers
- Support Staff
- Professional Development Funds
- Florida Standards Portal

**Targeted Barriers to Achieving the Goal** 3

- Change/shift in instructional practice for some teachers

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

Progress toward the goal will be monitored in an on-going manner through a variety of means such as student achievement data, observation of teachers' instructional practice, participation in staff development sessions, and evidence of team planning related to the Core Six training.

**Person Responsible**

**Schedule**

**Evidence of Completion**

Sign-in logs from staff development trainings, student achievement gains based upon reading data: PSI/PASI, SRI, DE, FCAT, iObservation data to reflect teacher application of Core Six instructional practices in classrooms, team PLC logs will reflect collaborative planning related to Core Six training

**G2. Increase the percentage of students making learning gains in Math on the 2015 Florida Standards Assessment (FSA) 1a**

G053272

**Targets Supported 1b**

Indicator	Annual Target
AMO Math - All Students	84.0
AMO Math - African American	73.0
AMO Math - ED	74.0
AMO Math - ELL	71.0
AMO Math - SWD	61.0

**Resources Available to Support the Goal 2**

- Teachers
- Parents
- Support Staff
- Administrators
- Tutorial Funding

**Targeted Barriers to Achieving the Goal 3**

- Lack of parental support
- Personnel for extended day tutorial programs

**Plan to Monitor Progress Toward G2. 8**

Progress toward this goal will be monitored on a continual basis throughout the school year. In-school tutorial and intervention programs will be monitored for effectiveness through regular communication with teachers and other staff providing instructional support to students in small group settings. Regular progress monitoring will occur and math assessment data will be utilized to inform standards-aligned instruction in these programs. Parent support with math content at home will be evidenced by students' improvement on these assessments.

**Person Responsible**

**Schedule**

**Evidence of Completion**

Evidence for monitoring includes: Discovery Education data, classroom assessment data, FL Ready CCSS support curriculum, FCAT data, tutorial grouping lists, MTSS documentation, intervention block schedules and lesson plans, observation of small groups receiving support, and regular communication with staff members involved in instruction during program implementation. Information on student progress will be communicated to parents regularly through teacher communications and conferences.

## 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.** Teachers will effectively transition to the new Florida Standards requirements and attend professional development sessions to further their understanding and expectation of what is to be taught. **1**

 G053271

**G1.B1** Change/shift in instructional practice for some teachers **2**

 B134297

**G1.B1.S1** Provide resources and feedback for support to monitor implementation **4**

 S146153

### Strategy Rationale

#### Action Step 1 **5**

Administration will support the implementation and learning process of the Florida Standards. A copy of the Florida Standards will be provided to each teacher and we will have six staff development modules we will offer during the course of the year, follow-up to modules will occur in Team Leader Leadership meetings and PLC meetings

#### Person Responsible

Peter Gaffney

#### Schedule

Weekly, from 8/20/2014 to 5/31/2015

#### Evidence of Completion

Sign-in logs from staff development trainings, team PLC logs will reflect collaborative planning related to the Florida Standards

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

Strategies will be monitored for fidelity of implementation in an on-going manner through a variety of means such as student achievement data, observation of teachers' instructional practice, participation in staff development sessions, and evidence of team planning related to the Florida Standards.

### **Person Responsible**

### **Schedule**

### ***Evidence of Completion***

Sign-in logs from staff development trainings, student achievement gains based upon reading data: PSI/PASI, SRI, DE, iObservation data to reflect teacher application of the Florida Standards in classrooms, team PLC logs will reflect collaborative planning related to Florida Standards

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

Strategies will be monitored for effectiveness of implementation in an on-going manner through a variety of means such as student achievement data, observation of teachers' instructional practice, participation in staff development sessions, and evidence of team planning related to the Core Six training.

### **Person Responsible**

### **Schedule**

### ***Evidence of Completion***

Sign-in logs from staff development trainings, student achievement gains based upon reading data: PSI/PASI, SRI, DE, FCAT, iObservation data to reflect teacher application of Core Six instructional practices in classrooms, team PLC logs will reflect collaborative planning related to Core Six training

**G2.** Increase the percentage of students making learning gains in Math on the 2015 Florida Standards Assessment (FSA) **1**

G053272

**G2.B1** Lack of parental support **2**

B134300

**G2.B1.S1** Hold a Parent Curriculum Night on ways to support students at home with the Florida Standards **4**

S146155

### Strategy Rationale

#### Action Step 1 **5**

Florida Standards Curriculum Night

#### Person Responsible

Peter Gaffney

#### Schedule

On 11/12/2014

#### Evidence of Completion

Agenda, Curriculum Information, CCSS Resources, Informational Flyer, Take-Away Activities

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

Fidelity toward this goal will be monitored in an on-going basis through data analysis of common assessments such as Discovery Education and Go Math. MTSS and student interventions will be monitored through regular MTSS meetings and during Leadership Team meetings. Parent support with math content at home will be evidenced by students' improvement on these assessments.

#### Person Responsible

#### Schedule

#### Evidence of Completion

Student performance and data, teacher planning and monitoring related to math instruction and assessment, MTSS documentation. Information on student progress will be communicated to parents regularly through teacher communications and conferences.

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

Monitoring of this goal will be conducted in an on-going basis through data analysis of common assessments such as Discovery Education and Go Math. MTSS and student interventions will be monitored through regular MTSS meetings and during Leadership Team meetings. Parent support with math content at home will be evidenced by students' improvement on these assessments.

**Person Responsible**

**Schedule**

On 5/31/2015

***Evidence of Completion***

Student performance and data, teacher planning and monitoring related to math instruction and assessment, MTSS documentation. Information on student progress will be communicated to parents regularly through teacher communications and conferences.

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

**Person Responsible**

**Schedule**

***Evidence of Completion***

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

**Person Responsible**

**Schedule**

***Evidence of Completion***

**G2.B3 Personnel for extended day tutorial programs** 2

B134302

**G2.B3.S1 Utilize tutorial funds to provide in-school support for students.** 4

S146157

**Strategy Rationale**

**Action Step 1** 5

In-School Tutorial and Intervention Support Programs

**Person Responsible**

**Schedule**

***Evidence of Completion***

Student Assessment Data: Discovery Education, Classroom Assessments, FL Ready CCSS Support Curriculum, FCAT

**Plan to Monitor Fidelity of Implementation of G2.B3.S1** 6

In-school tutorial and intervention programs will be monitored through regular communication with the staff providing instructional support to students in small group settings. On-going progress monitoring will occur and math assessment data will be utilized to inform standards-aligned instruction in these programs.

**Person Responsible**

**Schedule**

***Evidence of Completion***

Evidence for monitoring includes: Discovery Education data, classroom assessment data, FL Ready CCSS support curriculum, FCAT data, tutorial grouping lists, MTSS documentation, intervention block schedules and lesson plans, observation of small groups receiving support, and regular communication with staff members involved in instruction during program implementation.

**Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7**

In-school tutorial and intervention programs will be monitored for effectiveness through regular communication with the staff providing instructional support to students in small group settings. On-going progress monitoring will occur and math assessment data will be utilized to inform standards-aligned instruction in these programs.

**Person Responsible**

**Schedule**

**Evidence of Completion**

Evidence for monitoring includes: Discovery Education data, classroom assessment data, FL Ready CCSS support curriculum, FCAT data, tutorial grouping lists, MTSS documentation, intervention block schedules and lesson plans, observation of small groups receiving support, and regular communication with staff members involved in instruction during program implementation.

**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	Administration will support the implementation and learning process of the Florida Standards. A copy of the Florida Standards will be provided to each teacher and we will have six staff development modules we will offer during the course of the year, follow-up to modules will occur in Team Leader Leadership meetings and PLC meetings	Gaffney, Peter	8/20/2014	Sign-in logs from staff development trainings, team PLC logs will reflect collaborative planning related to the Florida Standards	5/31/2015 weekly
G2.B1.S1.A1	Florida Standards Curriculum Night	Gaffney, Peter	11/12/2014	Agenda, Curriculum Information, CCSS Resources, Informational Flyer, Take-Away Activities	11/12/2014 one-time
G2.B3.S1.A1	In-School Tutorial and Intervention Support Programs		Student Assessment Data: Discovery Education, Classroom Assessments, FL Ready CCSS Support Curriculum, FCAT	once	
G1.MA1	Progress toward the goal will be monitored in an on-going manner through a variety of means such as student achievement data, observation of teachers' instructional practice, participation in staff development sessions, and evidence of team		Sign-in logs from staff development trainings, student achievement gains based upon reading	once	



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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	planning related to the Core Six training.		data: PSI/PASI, SRI, DE, FCAT, iObservation data to reflect teacher application of Core Six instructional practices in classrooms, team PLC logs will reflect collaborative planning related to Core Six training		
G1.B1.S1.MA1	Strategies will be monitored for effectiveness of implementation in an on-going manner through a variety of means such as student achievement data, observation of teachers' instructional practice, participation in staff development sessions, and evidence of team planning related to the Core Six training.		Sign-in logs from staff development trainings, student achievement gains based upon reading data: PSI/PASI, SRI, DE, FCAT, iObservation data to reflect teacher application of Core Six instructional practices in classrooms, team PLC logs will reflect collaborative planning related to Core Six training	once	
G1.B1.S1.MA1	Strategies will be monitored for fidelity of implementation in an on-going manner through a variety of means such as student achievement data, observation of teachers' instructional practice, participation in staff development sessions, and evidence of team planning related to the Florida Standards.		Sign-in logs from staff development trainings, student achievement gains based upon reading data: PSI/PASI, SRI, DE, iObservation data to reflect teacher application of the Florida Standards in classrooms, team PLC logs will reflect collaborative planning related to Florida Standards	one-time	
G2.MA1	Progress toward this goal will be monitored on a continual basis throughout the school year. In-school		Evidence for monitoring includes:	once	

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	<p>tutorial and intervention programs will be monitored for effectiveness through regular communication with teachers and other staff providing instructional support to students in small group settings. Regular progress monitoring will occur and math assessment data will be utilized to inform standards-aligned instruction in these programs. Parent support with math content at home will be evidenced by students' improvement on these assessments.</p>		<p>Discovery Education data, classroom assessment data, FL Ready CCSS support curriculum, FCAT data, tutorial grouping lists, MTSS documentation, intervention block schedules and lesson plans, observation of small groups receiving support, and regular communication with staff members involved in instruction during program implementation. Information on student progress will be communicated to parents regularly through teacher communications and conferences.</p>		
G2.B1.S1.MA1	<p>Monitoring of this goal will be conducted in an on-going basis through data analysis of common assessments such as Discovery Education and Go Math. MTSS and student interventions will be monitored through regular MTSS meetings and during Leadership Team meetings. Parent support with math content at home will be evidenced by students' improvement on these assessments.</p>		8/11/2014	<p>Student performance and data, teacher planning and monitoring related to math instruction and assessment, MTSS documentation. Information on student progress will be communicated to parents regularly through teacher communications and conferences.</p>	5/31/2015 one-time
G2.B1.S1.MA1	<p>Fidelity toward this goal will be monitored in an on-going basis through data analysis of common assessments such as Discovery Education and Go Math. MTSS and student interventions will be monitored through regular MTSS meetings and during Leadership Team meetings. Parent support with math content at home will be evidenced by students' improvement on these assessments.</p>		<p>Student performance and data, teacher planning and monitoring related to math instruction and assessment, MTSS documentation. Information on student progress will be communicated to parents regularly through teacher communications</p>	one-time	

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
			and conferences.		
G2.B3.S1.MA1	In-school tutorial and intervention programs will be monitored for effectiveness through regular communication with the staff providing instructional support to students in small group settings. On-going progress monitoring will occur and math assessment data will be utilized to inform standards-aligned instruction in these programs.		Evidence for monitoring includes: Discovery Education data, classroom assessment data, FL Ready CCSS support curriculum, FCAT data, tutorial grouping lists, MTSS documentation, intervention block schedules and lesson plans, observation of small groups receiving support, and regular communication with staff members involved in instruction during program implementation.	once	
G2.B3.S1.MA1	In-school tutorial and intervention programs will be monitored through regular communication with the staff providing instructional support to students in small group settings. On-going progress monitoring will occur and math assessment data will be utilized to inform standards-aligned instruction in these programs.		Evidence for monitoring includes: Discovery Education data, classroom assessment data, FL Ready CCSS support curriculum, FCAT data, tutorial grouping lists, MTSS documentation, intervention block schedules and lesson plans, observation of small groups receiving support, and regular communication with staff members involved in instruction during program implementation.	once	
G2.B1.S2.MA1	[no content entered]			once	
G2.B1.S2.MA1	[no content entered]			once	

## 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.** Teachers will effectively transition to the new Florida Standards requirements and attend professional development sessions to further their understanding and expectation of what is to be taught.

**G1.B1** Change/shift in instructional practice for some teachers

**G1.B1.S1** Provide resources and feedback for support to monitor implementation

### **PD Opportunity 1**

Administration will support the implementation and learning process of the Florida Standards. A copy of the Florida Standards will be provided to each teacher and we will have six staff development modules we will offer during the course of the year, follow-up to modules will occur in Team Leader Leadership meetings and PLC meetings

#### **Facilitator**

Peter Gaffney, Principal Tracy Porter, Assistant Principal Jennifer Dunaye, Literacy Coach

#### **Participants**

Instructional Staff

#### **Schedule**

Weekly, from 8/20/2014 to 5/31/2015

## Technical Assistance Items

*Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.*

## Budget Rollup

### Summary

Description	Total
Grand Total	0