

Frontier Elementary School



2014-15 School Improvement Plan

Frontier Elementary School

6701 180TH AVE N, Loxahatchee, FL 33470

www.edline.net/pages/frontier_elementary_school

School Demographics

School Type

Elementary

Title I

No

Free/Reduced Price Lunch

57%

Alternative/ESE Center

No

Charter School

No

Minority

43%

School Grades History

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

School Board Approval

This plan is pending approval by the Palm Beach County School Board.

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The School District of Palm Beach County is committed to providing a world-class education with excellence and equity to empower each student to reach his or her highest potential with the most effective staff to foster the knowledge, skills, and ethics required for responsible citizenship and productive careers.

Provide the school's vision statement

The School District of Palm Beach County envisions a dynamic collaborative multicultural community where education and lifelong learning are valued and supported, and all learners reach their highest potential and succeed in the global economy.

School Environment

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

Frontier Elementary prides itself on having a Single School Culture and appreciation for multicultural diversity.

Academics: Teachers collaborate with parents, administrators, and colleagues to ensure students receive the highest quality of rigorous education. Teachers uniformly have access to student data that help them plan for their students and differentiate for all students. Through Learning Team Meetings, data is regularly discussed, disaggregated, and academic action plans are created.

Behavior: All members of our staff and student body are well versed in our Positive Behavior Support Matrix of Expectations. Community Stakeholders and parents are informed of our behavior expectations through School Advisory Meetings, School Newsletters, and EdLine.

Climate: Frontier believes that all students can succeed. We look at students as individuals and help our students in creating their academic goals as well as achieving their maximum learning potential. Additionally, our school believes in building relationships between teachers and students through the use of a Science infused choice program offered at our school center, Environmental and Animal Science Academy. We empower all learners K-5 by providing them skills to acquire, analyze, and present specific, mathematical, engineering, and technological information.

Our school will infuse the content required by Florida Statue 1003.42(2(and S/B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:

- * History of Holocaust
- * History of Africans and African Americans
- *Hispanic Contributions
- *Women's Contributions
- * Sacrificed of Veterans

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

Frontier Elementary plans on creating an environment where students feel safe and respected by the following:

- * All staff members will articulate, demonstrate, and teach the specific practices that reflect the application of our schools SwPBS Universal Guidelines to the contexts students will encounter before/during/after school;

- * Adults across the campus will clarify their expectations for positive interpersonal interactions.
- * Our school will involve non-instructional staff, including office staff, bus drivers, cafeteria personnel, and after-school personnel in the process of modeling and teaching interpersonal expectations in non-academic settings and be able to give students instructions for reporting violations to appropriate supervisors.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

The school wide behavioral system in place to minimize distractions and keep students engaged during instructional time is our S.T.A.R. Matrix of Expectations. Monthly, teachers will review our Universal Guidelines and behavior matrix to ensure students are aware of school expectations.

S.T.A.R. Matrix of Expectations:

- I am Safe
- I am Trustworthy
- I am an Active Learner
- I am Respectful

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

Frontier Elementary ensures the social-emotional needs of all students are being met the our operational school based team that meets weekly to discuss students with barriers to academic and social success. The school based team which includes administrators, core teachers, and supplemental teachers; will together determine a plan to provide differentiated delivery of services based on the students' 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

Frontier Elementary is a K-5 school.

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
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

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

Frontier Elementary will encourage parents to participate in informal parent nights such as STREAM-Science, Technology, Reading, Engineering, and Mathematics Workshop, Literacy Night, Curriculum Night, Science/Math Fairs, FSA/ FCAT Night, SAC, and parent conferences.

Additionally, we will communicate classroom and school news to parents regularly and participate in sending positive notes, letters, or making positive phone calls home to parents.

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

Through or proposal to become an Environmental and Animal Science ACademy, we have started to build partnerships with our local community for the purpose of securing and utilizing resource that support our school and our students' academic achievement.

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
Groth, Susan	Principal
Suarez Wilt, Laurie	Assistant Principal
Vargo, Sherry	SAC Member
Cano, Debbie	Teacher, K-12
O'Sullivan, Michelle	Teacher, K-12
Cabrera, Rosy	Teacher, K-12
Levine, Tara	Teacher, K-12
Williams, Dawn	Instructional Media
Eddy, Jennifer	Teacher, K-12
Seren, Marianela	Teacher, K-12

Duties

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

The school-based MTSS/RTI Leadership Team will meet weekly to review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create effective learning environments. After determining that effective Tier 1 Core Instruction is in place, the team will identify students who are not meeting identified academic targets. The identified students are offered supplemental interventions and monitored over time. Those who continue to not make adequate progress are referred to the problem solving team. The SBT uses the Problem Solving Model to conduct all meeting. Based on data and discussion, the team identifies students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan is developed (PBSD form 2284) which identifies a student specific areas of deficiencies and appropriate researched-based interventions to address these deficiencies. The team ensures that necessary resources are available and the intervention is implemented with fidelity. Each care is assigned a case liaison to support the interventionist and this individual reports on all data collected in future meetings.

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 Leadership Team will consist of the following persons: SAI/Intervention teachers, Primary and Intermediate Teachers, ESE teachers, School Psychologist, Speech and Language Pathologist, Student Service Personnel.

The Principal provides a common vision for the use of data-based decision-making to ensure:

- *a sound, effective academic program is in place
- *a process to address and monitor subsequent needs in created
- *the problem solving team (School Based Team)is assisting with academic and behavioral interventions
- *assessment of RTI skills of school staff is conducted
- * adequate professional development to support the RTI framework is provided and
- *effective communication with parents regarding school-based RTI Intervention plans

The RTI/Inclusion Facilitator contributes to the development of intervention plans, assists in progress

monitoring, collects data, implements Tier 3 interventions and offers professional development and technical assistance.

Our school integrates Single School Culture by sharing our Universal Guidelines For Success, following our Behavior Matrix and teaching Expected Behaviors, Communication with parents, and Monitoring SwPBS. We update our Actions Plans during SwPBS Meetings. We instill an appreciation for multicultural diversity through our anti bullying/character education structured lessons, and implementation of SwPBS Programs.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Sherry Vargo	Teacher
Melady Roque-Mariot	Parent
Ysteb Mattei-Yarnold	Parent
Johana Hare	Parent
Becky Koussen	Parent
Betty-Ann Miret	Parent
Susan Groth	Principal
	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

Development of this school improvement plan

SAC reviews school data under the leadership of our school administrators.

Together, SAC and Leadership discuss research-based programs and interventions that would benefit and enhance student achievement.

Preparation of the school's annual budget and plan

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

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

No

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
Groth, Susan	Principal
Suarez Wilt, Laurie	Assistant Principal
Vargo, Sherry	SAC Member
Cano, Debbie	Teacher, K-12
O'Sullivan, Michelle	Teacher, K-12
Cabrera, Rosy	Teacher, K-12
Levine, Tara	Teacher, K-12
Eddy, Jennifer	Teacher, K-12
Seren, Marianela	Teacher, K-12
Williams, Dawn	Instructional Media

Duties

Describe how the LLT promotes literacy within the school

Major initiatives this year will include matching student needs to available reading resources, Palm Beach school District's Literacy Roll-out, Planning for the Units of Study in Reading and Writing.

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

One venue our school uses for encouraging positive working relationships with teachers is through our weekly grade level planning meetings. The master schedule has been designed to allow teachers to meet and discuss researched-based protocols and instructional practices to focus on meeting students' academic needs. Student improvement is monitored and instruction is adjusted according to student data.

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

Conduct extensive interviews of teachers cleared by the school district when positions become available. Implement a highly structured continuous educational support (ESP) for new teachers.

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

Experienced teachers will support new teachers in literacy instruction using the Readers/Writers Workshop and Best Practices in Math Concepts.

Experienced teachers will support new teachers in science, technology, and math instruction through infusion into our Environmental and Animal Science Academy.

Weekly check ins with mentor.

Weekly Team Planning

Monthly check ins with Asst/ Principal

Rationale for pairings: Partners are chosen based on strengths and ability to collaborate and work with others.

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

Our school creates ongoing opportunities for teachers to unpack the Florida Standards and to plan, discuss, and align the curriculum.

Examples of opportunities include:

Unpacking Standards Training

Instructional Walk-Throughs

Learning Team Meetings

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

Frontier Elementary ensures the differentiation of instruction to meet our students diverse needs in the following ways:

- * Conduct meetings on a regular basis to make decisions about literacy instruction.
- * Analyze students data and Language Arts Florida Standards.
- * Utilize Reader and Writers Workshop, a balanced literacy approach to teaching language arts with fidelity.
- * Utilize a master schedule with an uninterrupted 90 minute block and 60 minute writing block.
- * Provided iii instruction based on students' needs.
- * Provide resources to support instruction such as classroom libraries.
- * Create an Environmental Choice Program that aligns to the Florida Standards.
- * Monitor student progress and grade level and Learning Team Meeting.
- * Create a schedule for ELL students to receive services throughout their academic school day.
- * Provide LLI (Leveled Literacy Intervention) instruction
- * Instruct students in outdoor science labs.
- * Infuse our curriculum with science and technology
- * Provide students hands on experiences through our Environmental and Animal Science Academy.

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: 3,600

Through K-12 Grant and After school Tutorial Funding, students will receive remediation in targeted core areas.

Strategy Rationale

Supplement learning and implement interventions based on student data.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Suarez Wilt, Laurie, laurie.suarezwilt@palmbeachschools.org

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

Data will be collected using standardized assessments such as SSS Diagnostics and weekly Progress Monitoring data.

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

In May, flyers are distributed to all local feeder Pre-K programs and a meet the Teachers/Kindergarten Round-Up is held to help start the transition into Elementary school.

Our Environmental and Animal Science Academy is featured in the Palm Beach County School District Choice Catalog.

Flyers explaining our Environmental Choice Program will be given to area pre school programs and public libraries.

College and Career Readiness

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

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

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

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

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If we increase student achievement in science by providing hands on science resources, an accelerated science program, and a rigorous science based academic academy, our students will score above proficiency at 89% or higher on SSS Science FCAT.
- G2.** If we increase students' understanding of text structures, their ability to compare complex text, and discuss text through a full implementation of Reader's Workshop, we will Increase student achievement on Reading FSA by 78% or higher.
- G3.** If we increase students ability to conduct experiments and participate in hands on situations that require them to apply mathematical computations in real life applications, our students will Increase achievement on Math FSA by 79% of higher.

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. If we increase student achievement in science by providing hands on science resources, an accelerated science program, and a rigorous science based academic academy, our students will score above proficiency at 89% or higher on SSS Science FCAT. 1a

G039363

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	89.0

Resources Available to Support the Goal 2

- Environmental and Animal Science Academy

Targeted Barriers to Achieving the Goal 3

- Initial year of implementation

Plan to Monitor Progress Toward G1. 8

Monitor EDW Reports and Common Assessments.

Person Responsible

Susan Groth

Schedule

Monthly, from 8/22/2014 to 6/4/2015

Evidence of Completion

Data Reports on targets

G2. If we increase students' understanding of text structures, their ability to compare complex text, and discuss text through a full implementation of Reader's Workshop, we will increase student achievement on Reading FSA by 78% or higher. **1a**

 G038966

Targets Supported **1b**

Indicator	Annual Target
AMO Reading - All Students	78.0

Resources Available to Support the Goal **2**

- SAI Teacher and Literacy Training Center
- LLI Training

Targeted Barriers to Achieving the Goal **3**

- Lack of instructional time for remediation during the school day.
- Funding for LLI kits and Intervention Resources

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

Monitor EDW Reports (Diagnostics/Early Lit Reports) and Excel SpreadSheets

Person Responsible

Susan Groth

Schedule

Biweekly, from 8/25/2014 to 6/4/2015

Evidence of Completion

Agendas and Data Reports on targets

G3. If we increase students ability to conduct experiments and participate in hands on situations that require them to apply mathematical computations in real life applications, our students will Increase achievement on Math FSA by 79% of higher. **1a**

 G038967

Targets Supported **1b**

Indicator	Annual Target
AMO Math - All Students	79.0

Resources Available to Support the Goal **2**

- Homeroom math teachers
- Professional Development
- Go Math/Think Central/Core

Targeted Barriers to Achieving the Goal **3**

- Lack of instructional time for remediation during the school day.

Plan to Monitor Progress Toward G3. **8**

Monitor EDW Reports (Diagnostics/Early Lit Reports) and Excel SpreadSheets

Person Responsible

Susan Groth

Schedule

On 6/3/2015

Evidence of Completion

Agendas and Data Reports on targets

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. If we increase student achievement in science by providing hands on science resources, an accelerated science program, and a rigorous science based academic academy, our students will score above proficiency at 89% or higher on SSS Science FCAT. **1**

 G039363

G1.B1 Initial year of implementation **2**

 B094848

G1.B1.S1 Create a team to tackle the needs of starting a new program. **4**

 S126679

Strategy Rationale

If we create a team to work on each piece of year one implementation of a choice program, our school will be able to have a successful start up year.

Action Step 1 **5**

A team will be created to monitor the steps needed for compliance in year one of being a choice program. This item includes identifying faculty members who will take on roles such as community involvement, business partnerships, communication to staff, students, and community.

Person Responsible

Kim Goodman

Schedule

Monthly, from 8/15/2014 to 6/3/2015

Evidence of Completion

Environmental Team Meeting Notes that include delegation of monthly tasks.

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

Monthly meetings with detailed agendas and checklists will be completed monthly.

Person Responsible

Kim Goodman

Schedule

Monthly, from 8/15/2014 to 6/3/2015

Evidence of Completion

Evidence collected will include sign in sheets attached to agendas and completed checklists

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

Program success will be measured through staff surveys, School Advisory input, and student achievement.

Person Responsible

Susan Groth

Schedule

Quarterly, from 8/15/2014 to 6/3/2015

Evidence of Completion

Student achievement data-89% or higher on SSS Science FCAT. Staff and School Advisory surveys/input.

G2. If we increase students' understanding of text structures, their ability to compare complex text, and discuss text through a full implementation of Reader's Workshop, we will increase student achievement on Reading FSA by 78% or higher. **1**

 G038966

G2.B1 Lack of instructional time for remediation during the school day. **2**

 B093742

G2.B1.S1 Creative scheduling with tutorial sessions during the school day as well as after school hours.

4

 S104787

Strategy Rationale

If we increase small group instruction with identified students, performance will increase in text structures.

Action Step 1 **5**

The Leadership team will create a schedule of tutors that can assist students in meeting their academic needs through non academic contact times and decide on student specific interventions.

Person Responsible

Susan Groth

Schedule

On 6/3/2015

Evidence of Completion

Student achievement data.

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

Analyze data, create tutorial groups based on academic deficiencies. Monitor master schedule.

Person Responsible

Susan Groth

Schedule

On 6/3/2015

Evidence of Completion

Learning Team Agendas as well as EXCEL Spread sheets/Data collection.

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

Intervention data will be reviews by Leadership team and compared to standardized testing data as well as grade level assessments.

Person Responsible

Susan Groth

Schedule

On 6/3/2015

Evidence of Completion

Student achievement data and intervention logs.

G2.B2 Funding for LLI kits and Intervention Resources 2

 B093743

G2.B2.S1 Utilize School Improvement Funding to purchase LLI Kits. 4

 S130091

Strategy Rationale

Action Step 1 5

Budget Item: School Improvement Funding \$3,000. LLI is a comprehensive intervention that encompasses text structures, comparing texts, and text comprehension. When used with fidelity, LLI will increase student achievement as measured on Reading FSA.

Person Responsible

Sherry Vargo

Schedule

On 5/13/2015

Evidence of Completion

Purchase of LLI kit.

G3. If we increase students ability to conduct experiments and participate in hands on situations that require them to apply mathematical computations in real life applications, our students will Increase achievement on Math FSA by 79% of higher. **1**

 G038967

G3.B1 Lack of instructional time for remediation during the school day. **2**

 B093744

G3.B1.S1 Creative scheduling with tutorial sessions during the school day as well as after school hours.

4

 S104788

Strategy Rationale

If we schedule additional time for student instruction (tutorials) during the school day, students will attend, instruction will be delivered, and performance will increase on standardized assessments.

Action Step 1 **5**

Common Core/Think Central/Go Math Training

Person Responsible

Susan Groth

Schedule

Monthly, from 8/15/2014 to 6/3/2015

Evidence of Completion

Meeting notes/Sign In Sheets

Action Step 2 **5**

The Leadership team will create a schedule of tutors that can assist students in meeting their academic needs through non academic contact times and increase knowledge prior to tutoring.

Person Responsible

Susan Groth

Schedule

On 6/3/2015

Evidence of Completion

Student achievement data.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Analyze data, create tutorial groups based on academic deficiencies.

Person Responsible

Susan Groth

Schedule

Weekly, from 8/15/2014 to 5/26/2015

Evidence of Completion

Learning Team Agendas as well as EXCEL Spread sheets/Data collection.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Intervention data will be reviews by Leadership team and compared to standardized testing data as well as grade level assessments.

Person Responsible

Susan Groth

Schedule

On 6/3/2015

Evidence of Completion

Student achievement data and intervention logs.

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	The Leadership team will create a schedule of tutors that can assist students in meeting their academic needs through non academic contact times and decide on student specific interventions.	Groth, Susan	8/22/2014	Student achievement data.	6/3/2015 one-time
G3.B1.S1.A1	Common Core/Think Central/Go Math Training	Groth, Susan	8/15/2014	Meeting notes/Sign In Sheets	6/3/2015 monthly
G1.B1.S1.A1	A team will be created to monitor the steps needed for compliance in year one of being a choice program. This item includes identifying faculty members who will take on roles such as community involvement, business partnerships, communication to staff, students, and community.	Goodman, Kim	8/15/2014	Environmental Team Meeting Notes that include delegation of monthly tasks.	6/3/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B2.S1.A1	Budget Item: School Improvement Funding \$3,000. LLI is a comprehensive intervention that encompasses text structures, comparing texts, and text comprehension. When used with fidelity, LLI will increase student achievement as measured on Reading FSA.	Vargo, Sherry	10/8/2014	Purchase of LLI kit.	5/13/2015 one-time
G3.B1.S1.A2	The Leadership team will create a schedule of tutors that can assist students in meeting their academic needs through non academic contact times and increase knowledge prior to tutoring.	Groth, Susan	8/15/2014	Student achievement data.	6/3/2015 one-time
G1.MA1	Monitor EDW Reports and Common Assessments.	Groth, Susan	8/22/2014	Data Reports on targets	6/4/2015 monthly
G1.B1.S1.MA1	Program success will be measured through staff surveys, School Advisory input, and student achievement.	Groth, Susan	8/15/2014	Student achievement data-89% or higher on SSS Science FCAT. Staff and School Advisory surveys/input.	6/3/2015 quarterly
G1.B1.S1.MA1	Monthly meetings with detailed agendas and checklists will be completed monthly.	Goodman, Kim	8/15/2014	Evidence collected will include sign in sheets attached to agendas and completed checklists	6/3/2015 monthly
G2.MA1	Monitor EDW Reports (Diagnostics/ Early Lit Reports) and Excel SpreadSheets	Groth, Susan	8/25/2014	Agendas and Data Reports on targets	6/4/2015 biweekly
G2.B1.S1.MA1	Intervention data will be reviews by Leadership team and compared to standardized testing data as well as grade level assessments.	Groth, Susan	8/15/2014	Student achievement data and intervention logs.	6/3/2015 one-time
G2.B1.S1.MA1	Analyze data, create tutorial groups based on academic deficiencies. Monitor master schedule.	Groth, Susan	8/15/2014	Learning Team Agendas as well as EXCEL Spread sheets/Data collection.	6/3/2015 one-time
G3.MA1	Monitor EDW Reports (Diagnostics/ Early Lit Reports) and Excel SpreadSheets	Groth, Susan	8/29/2014	Agendas and Data Reports on targets	6/3/2015 one-time
G3.B1.S1.MA1	Intervention data will be reviews by Leadership team and compared to standardized testing data as well as grade level assessments.	Groth, Susan	8/15/2014	Student achievement data and intervention logs.	6/3/2015 one-time
G3.B1.S1.MA1	Analyze data, create tutorial groups based on academic deficiencies.	Groth, Susan	8/15/2014	Learning Team Agendas as well as EXCEL Spread sheets/Data collection.	5/26/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G3. If we increase students ability to conduct experiments and participate in hands on situations that require them to apply mathematical computations in real life applications, our students will Increase achievement on Math FSA by 79% of higher.

G3.B1 Lack of instructional time for remediation during the school day.

G3.B1.S1 Creative scheduling with tutorial sessions during the school day as well as after school hours.

PD Opportunity 1

Common Core/Think Central/Go Math Training

Facilitator

Math Contact

Participants

Math teachers

Schedule

Monthly, from 8/15/2014 to 6/3/2015

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