

Whispering Oak Elementary



2014-15 School Improvement Plan

Whispering Oak Elementary

15300 STONEYBROOK WEST PKWY, Winter Garden, FL 34787

[no web address on file]

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	No	28%

Alternative/ESE Center	Charter School	Minority
No	No	47%

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>.

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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	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 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

The Whispering Oak Elementary Leadership Team and classroom teachers review student records to ascertain critical and historical information. The staff also establishes and maintains positive relationships with all stakeholders recognizing cultural differences and meeting the needs of all.

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

There is an expectation at Whispering Oak Elementary to encourage interpersonal and inter-group respect among students and between students and staff. The building is clean, inviting and conducive to learning. There are school-wide procedures and expectations that apply to all classrooms and common areas of the school.

To ensure that our school provides all students with a supportive and safe environment in which to grow and thrive academically and socially, we promote and support the following;

- *Student engagement
- *Respect for diversity
- *Sense of personal and physical safety
- *School and Family Collaboration
- *Community Partnerships

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

Our school has a school wide discipline plan that is introduced to the teachers by the behavior leadership team during pre-planning.

Within the classroom the teachers provide the students with an in-depth PowerPoint review of the student code of conduct during the first week of school and reviewed each nine weeks or as needed when new students arrive.

We collect and analyze discipline data through the MTSS behavior process to support students throughout the school year.

Our school uses Becky Bailey's Conscious Discipline program throughout the school year. The first and foremost thing our teachers do at the beginning of the school year is to build relationships with the students in their classrooms.

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 qualified students and families to SedNet approved agencies for counseling. The school social worker provides support groups for students emotional growth. The school nurse connects families with outside agencies to provide them with medical assistance to support continuous academic success.

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

Early Warning Signs include:

- *Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- *A Level 1 score on the statewide, standardized assessments in English Language Arts or Math

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	6	5	5	4	3	6	29
One or more suspensions	0	0	0	0	2	2	4
Course failure in ELA or Math	0	0	8	4	4	2	18
Level 1 on statewide assessment	0	0	0	5	2	5	12

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

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

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

*Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension: The Attendance Child Student Team meets to discuss truancy and excessive tardiness with the parents. A plan is implemented to support the students and parents to ensure regular student attendance and decreased student tardiness. Referrals are put into place as needed for the student. Students are mentored for Early Warning Signs both academically and behaviorally. The MTSS team meets to develop an action plan so that each student can be successful. The team meets periodically to review the progress monitoring of the students to assess the appropriateness of the interventions implemented.

*A Level 1 score on the statewide, standardized assessments in English Language Arts or Math: students receive intervention specified to their need. Morning and afternoon targeted tutoring is available for students.

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

Open House Night is scheduled at the beginning of the school year, During this special night valuable information is presented to parents regarding but not limited to the curriculum, field trips, online technology programs that are available at school for daily routines in the classroom as well as at home for continued use to assist with sustainability of academic skills.

Mrs. Tiffany Stanley, Instructional Coach will spearhead our school's Math and Science Curriculum Night this school year. Parents and students will participate in hands-on activities that are planned and focused on the curriculum as an enhancement of what has been taught by the teachers and learned by the students.

Our dynamic school will host a "Creative Expressions Night" where student's creative writing will be showcased.

Students will take center stage on Portfolio Pride Nights! Our students' will chart their academic success throughout the school year and on the two designated nights they will share their work and personal growth with their parents. The teachers will also attend these nights facilitating and supporting their students with their presentation.

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

Our school provides opportunities for parents to become involved in their child's academic education. Parents are invited and encouraged to attend all meetings that pertain to their child's education such as Parent Teacher Other Association (PTO), School Advisory Council (SAC), Exceptional Student Education (ESE), Multilingual Parent Leadership Council (MPLC), parent/teacher conferences and any/all individual meetings scheduled to address//support the academic and/or behavior placements.

Dr. Ramsey, Principal, provides vitally important information via Connect Orange, phone message system as required and/or necessary for parents. There may be times that parents will receive via Connect Orange information directly from the Superintendent or designated district personnel.

Monthly newsletters are sent to families by the instructional staff and assist with maintaining school and home communication as well as to share information about upcoming events.

Parents are encouraged to become an ADDitions volunteer so that they can assist in the classroom, other areas of campus and attend field trips if selected by the teacher.

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
Ramsey, Patricia	Principal
Moore-Jenkins, Teena	Assistant Principal
Moore, Cathy	Instructional Coach
Stanley, Tiffany	Instructional Coach
Lawler, Karen	Instructional Coach
Mir, Nadia	Other

Duties

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

The School-Based Leadership Team consists of the following staff members: Dr. Patricia Ramsey, Principal, and Mrs. Teena Moore-Jenkins, Assistant Principal, working together to provide a vision and ensures the implementation of intervention support as well as provides ongoing professional development to support the overall teaching and learning process.

Mrs. Cathy Moore, MTSS Coach and Instructional Resource Coach, provides support and assist with maintaining the fidelity of the overall MTSS process with all educators which includes general education and exceptional student education teachers. Mrs. Moore is the "point-person" for the instructional staff regarding the implementation and follow-through of Tier 1 (for all students), Tier 2 (students that require more support) and Tier 3 (students that require more + more support to be successful within the classroom) as well as the development of the specific intervention plans.

Ms. Nadia Mir, Staffing Specialist, assists with the implementation of the MTSS process and assists with setting up meetings with the parents. Ms. Mir also schedules for our awesome support team which include but is not limited to Speech-Language Therapist/Clinicians, Adaptive Physical Education Teacher, Vision Teacher, Audiologist, Occupational/Physical Therapists, Social Worker and School Psychologist. All of the support staff play a significant role with providing support to the teachers in the classroom regarding specific interventions to implement for the students who are classified as requiring Tier 2 and Tier 3 support.

Ms. Karen Lawler, Instructional Resource Coach, provides assistance on the K-12 reading plan and provides teachers with appropriate materials for intervention. Ms. Lawler has vast knowledge in the areas of reading and writing. She models lessons for teachers as well as teach lessons for teachers to observe and gain valuable insight regarding the "next" step to take toward student success in the classroom.

Mrs. Tiffany Stanley, Instructional Resource Coach, provides assistance with math and science support. Mrs. Stanley provides the instructional staff with a wealth of knowledge in the area of math and science. She works closely with teachers providing them with ongoing support through providing training, websites and modeling within the classroom. One project she developed was Math Facts Fluency Competition within grade-level teams. The greatest benefit has been the competitiveness of the students' as they "rise to the challenge."

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-Based Leadership Team (SBLT) and Classroom Teachers meet to discuss data and progress monitoring of students in the bottom 30% in reading and math. During the meetings called "Child Chats" assessments are analyzed to identify students who are below, meeting or exceeding

expectations. The SBLT provides support, resources and intervention plans as needed for implementation. Our school will continue to decrease disproportionate classification in exceptional student education through MTSS process by providing and monitoring Tier 2 and Tier 3 level support. SAI funds are utilized to purchase research intervention materials. For the 2014-2015 school year, we will provide tutoring for students.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Patricia Ramsey	Principal
Alais Salvador	Parent
Michelle Tanski	Teacher
Bettye Love	Education Support Employee
Tiara Daniels	Business/Community
Margrett Guagliardo	Parent
Betty Raz	Parent
Kimberli White	Teacher
Mary Jesperson	Parent
Minelly Pena	Parent

Duties

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

Evaluation of last year's school improvement plan

The primary function of the School Advisory Council (SAC) is to provide all of the stakeholders an opportunity to be active participants in the assessment of needs, development of priorities, and identification and use of resources based on an analysis of multiple sources of available school data. Dr. Ramsey, Principal, and Mrs. Teena Moore-Jenkins, Assistant Principal, shared the school's standards-based assessment data at the first SAC Meeting of the school year. During the meeting the SAC members were provided with specific school needs regarding the overall student achievement process. The SAC reviewed the previous school improvement plan, annual school budget and student standards-based assessment data then consulted as a group, making the decision to support educational practices proposed by the administration and supported by the academic data. The SAC further provided input in the matters concerning disbursement of the school improvement funds in order to support the greater interaction between school and community.

Development of this school improvement plan

The School Improvement Plan (SIP) is the guide for the year built around input from staff, families and community members. The SIP target is based on specific subgroups previous year performance on the standards-based academic assessments. The SIP goal is to raise achievement for all students making sure that the essential work of the school is thriving to prepare every student to be college, career and community ready. The driving force behind the "theory-of-change" for the school is to remain focused on meeting specific research-based expectations in effective school-based leadership, student achievement, highly-qualified instructional best practices, highly-qualified professional teaching/learning process and enhance/support family/community engagement.

Preparation of the school's annual budget and plan

The school's annual budget and plan was especially difficult to prepare with the additional constraints for the Master Schedule. Dr. Ramsey, Principal and Mrs. Teena Moore-Jenkins, Assistant Principal reviewed with SAC their "Action Plan" for the implementation of grade-level intervention groups as well as other discretionary decisions that would be utilized to actively support student growth. The proposal included but not limited to the following: The establishment of "Book Clubs" to address daily interventions within grade-levels, and the purchase of additional intervention materials as needed for each grade-level and to have the ability to hire temporary teacher support as needed to address the rigorous instructional demands. The utilization of specific funding from the school's annual budget is a "SMALL Investment" that makes a "BIG Impact" to toward student achievement by supporting the overall intervention process at the school.

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

School improvement funds were not allocated to the school last year.

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
Ramsey, Patricia	Principal
Moore-Jenkins, Teena	Assistant Principal
Moore, Cathy	Instructional Coach
Stanley, Tiffany	Instructional Coach
Lawler, Karen	Instructional Coach
Mir, Nadia	Other

Duties

Describe how the LLT promotes literacy within the school

Utilizing the Florida Continuous Improvement Model (FCIM), the Literacy Leadership Team (LLT) will provide the teachers with their results of the standards-based data, establish "Child Chats" to assist teachers with analyzing and understanding student data, plan focused instruction to assist with impacting student growth, monitor ongoing progress through state, district and school assessments, adjust instruction in response to standards-based data yielding significant growth or lack of growth and continually addressing the Florida State Standards in all content areas.

Additionally, we will also continue to work on implementing the Journey's core reading program with fidelity and to ensure all students are receiving instruction on the required state standards.

The LLT is working collaboratively with the teachers who were trained in Core Connections to ensure that teachers are incorporating writing across the content.

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

A Common Planning time is provided daily for each grade-level team. Grade-level teams meet once per week for Professional Learning Communities (PLC) meetings. The PLC's are established with norms that must be reviewed at each meeting and organized by "roles specific duties" such as the chair, co-chair, secretary, time-keeper and members. PLC's will provide the teams with time to collaborate and designate specific team members to be responsible for specific academic issues/concerns. This year grade-level teams will be provided a half-day planning for collaborating and working on rigorous detailed lesson plans.

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

Dr. Ramsey, Principal, and Mrs. Teena Moore-Jenkins, Assistant Principal, work together when reviewing resumes, check references and network with colleagues to recruit/hire highly qualified teachers. The School-Based Leadership Team (SBLT) will provide ongoing professional development opportunities for the instructional staff. The SBLT will also monitor the school staff to ensure and maintain a positive and professional climates well as provide opportunities for staff to socialize through staff socials provided by grade-level groups. The regular PLC meetings will also foster and enhance positive collaboration with colleagues.

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

At the present time we have five teachers that are in the mentoring program. They are paired with a teacher who has Clinical Education certification. They meet on a regular basis to discuss lesson plans, grades, any other concerns and/or questions of a new teacher. Our Instructional Resource Coaches, Mrs. Tiffany Stanley, Mrs. Cathy Moore and Ms. Karen Lawler, also serve as mentors to teachers, visiting the classroom, observing/modeling for teachers 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 district has a rigorous curriculum 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 School-Based Leadership Team (SBLT) will meet regularly to analyze standards-base data. "Child Chat" meetings with teachers and the SBLT will occur on a regular basis looking at individual

student needs and growth. Before and after school tutoring has been implemented for those students needing extra academic support.

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: Before School Program

Minutes added to school year: 120

Teachers will provide before school tutoring in reading and math one hour per week to assist students struggling to achieve grade level expectations.

Strategy Rationale

Student data revealed that some students are working below proficiency in reading.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Lawler, Karen, karen.lawler@ocps.net

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

The teachers will give a pre and post test to measure progress. Performance Matters data will be monitored.

Strategy: After School Program

Minutes added to school year: 120

Teachers will provide after school tutoring in math one hour per week to assist students struggling to achieve grade level expectations.

Strategy Rationale

Student data revealed that some students are working below proficiency in math.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Stanley, Tiffany, tiffany.stanley@ocps.net

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

The teachers will give a pre and post test to measure progress. Performance Matters data will be monitored.

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

Kindergarten Orientation for those students who will be entering kindergarten is held prior to the end of the school year. The parents and students participate in classroom and school tours to learn about the kindergarten curriculum as well as to see the school and all the activities they will be involved in when they enter school. Kindergarten assessments for our incoming students are offered during the summer. The FLKRS and FAIR assessments are utilized to determine readiness for kindergarten skill development. The data is then used to drive the instruction. Parents can sign-up during Kindergarten Orientation. The families that cannot attend the summer assessment selected dates will have their child assessed at the beginning of the school year.

Parents and students are encouraged to attend "Meet the Teacher" during pre-planning week. Our Fifth Grade students attend a Middle School visit to help with the transitions.

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

N/A

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

N/A

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

N/A

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Student achievement will increase as a result of teachers' understanding the use of 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. Student achievement will increase as a result of teachers' understanding the use of the Florida Standards and the Instructional Framework. 1a

G052560

Targets Supported 1b

Indicator	Annual Target
AMO Reading - African American	70.0
AMO Math - African American	70.0
AMO Math - All Students	83.0
AMO Reading - All Students	81.0

Resources Available to Support the Goal 2

- Houghton Mifflin Journeys Accelerated Reader Lexia Reading Plus Thinking Maps Scholastic Reading Inventory (SRI) SRA - McGraw Hill (1-5)
- Go Math Florida Ready Fact Fluency Scholastic Math Inventory (SMI)
- Instructional Coaches
- Performance Matters

Targeted Barriers to Achieving the Goal 3

- Teachers have difficulty with deconstructing the new Florida Standards.
- Students are not prepared with a strong foundation in math skills according to the new Florida Standards as well as not being fluent in math fact.
- Students are not prepared with a strong foundation in reading skills according to the new Florida Standards.

Plan to Monitor Progress Toward G1. 8

Utilizing benchmark and mini assessment data we will ascertain the areas of projected academic needs and initiate interventions as needed.

Person Responsible

Patricia Ramsey

Schedule

Quarterly, from 11/14/2014 to 5/28/2015

Evidence of Completion

Performance Matters data and I observation data/feedback

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

 G052560

G1.B1 Teachers have difficulty with deconstructing the new Florida Standards. **2**

 B132491

G1.B1.S1 Professional development on how to deconstruct the Florida Standards. **4**

 S144465

Strategy Rationale

Through our PLC (Professional Learning Communities) our teachers indicate in their feedback that they have difficulty with deconstructing the Florida Standards.

Action Step 1 **5**

Provide ongoing professional development on deconstructing the standards.

Person Responsible

Teena Moore-Jenkins

Schedule

Monthly, from 9/11/2014 to 5/28/2015

Evidence of Completion

Lesson plans, sign in sheets, classroom walk- through, data collection, planning and agendas

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

Monitor lesson plans for best practices and focus on classroom instruction by walk-through data.

Person Responsible

Teena Moore-Jenkins

Schedule

Quarterly, from 9/11/2014 to 5/28/2015

Evidence of Completion

Lesson plans, data, and observations.

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

Lesson plans, sign in sheets, classroom walk-through, data collection, planning and agendas

Person Responsible

Patricia Ramsey

Schedule

Monthly, from 9/11/2014 to 5/28/2015

Evidence of Completion

Benchmarks and mini assessment data.

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

Utilizing benchmark and mini assessment data we will ascertain the areas of projected academic needs and initiate interventions as needed.

Person Responsible

Patricia Ramsey


Schedule

Quarterly, from 11/14/2014 to 5/29/2015


Evidence of Completion

Performance Matters data as well as student portfolios.

G1.B2 Students are not prepared with a strong foundation in math skills according to the new Florida Standards as well as not being fluent in math fact. **2**

 B133400

G1.B2.S1 Provide students with remediation through before and after school tutoring as well as intervention time during the school day. **4**

 S145285

Strategy Rationale

Students' prior FCAT scores indicated a need for specific intervention to become proficient and show growth on the FSA.

Action Step 1 **5**

Tutoring will be provided for all tier II and tier III and enrichment students.

Person Responsible

Teena Moore-Jenkins

Schedule

Weekly, from 9/8/2014 to 3/20/2015

Evidence of Completion

Students performance data on school based and district assessments.

Action Step 2 **5**

Daily interventions will be provided to address math and reading skills in order to increase student performance.

Person Responsible

Teena Moore-Jenkins

Schedule

Daily, from 9/29/2014 to 3/20/2015

Evidence of Completion

Students' performance data on school based and district assessments.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Monitor the instruction and the use of intervention materials and make changes as needed.

Person Responsible

Teena Moore-Jenkins

Schedule

Biweekly, from 9/29/2014 to 3/20/2015

Evidence of Completion

Lesson plans, data observations/feedback

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Utilizing benchmark and mini assessment data to ascertain the areas of projected needs.

Person Responsible

Patricia Ramsey

Schedule

Monthly, from 9/29/2014 to 3/20/2015

Evidence of Completion

Performance Matters data and student portfolios

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	Provide ongoing professional development on deconstructing the standards.	Moore-Jenkins, Teena	9/11/2014	Lesson plans, sign in sheets, classroom walk-through, data collection, planning and agendas	5/28/2015 monthly
G1.B2.S1.A1	Tutoring will be provided for all tier II and tier III and enrichment students.	Moore-Jenkins, Teena	9/8/2014	Students performance data on school based and district assessments.	3/20/2015 weekly
G1.B2.S1.A2	Daily interventions will be provided to address math and reading skills in order to increase student performance.	Moore-Jenkins, Teena	9/29/2014	Students' performance data on school based and district assessments.	3/20/2015 daily
G1.MA1	Utilizing benchmark and mini assessment data we will ascertain the areas of projected academic needs and initiate interventions as needed.	Ramsey, Patricia	11/14/2014	Performance Matters data and I observation data/feedback	5/28/2015 quarterly
G1.B1.S1.MA1	Utilizing benchmark and mini assessment data we will ascertain the areas of projected academic needs and initiate interventions as needed.	Ramsey, Patricia	11/14/2014	Performance Matters data as well as student portfolios.	5/29/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1	Monitor lesson plans for best practices and focus on classroom instruction by walk-through data.	Moore-Jenkins, Teena	9/11/2014	Lesson plans, data, and observations.	5/28/2015 quarterly
G1.B1.S1.MA1	Lesson plans, sign in sheets, classroom walk- through, data collection, planning and agendas	Ramsey, Patricia	9/11/2014	Benchmarks and mini assessment data.	5/28/2015 monthly
G1.B2.S1.MA1	Utilizing benchmark and mini assessment data to ascertain the areas of projected needs.	Ramsey, Patricia	9/29/2014	Performance Matters data and student portfolios	3/20/2015 monthly
G1.B2.S1.MA1	Monitor the instruction and the use of intervention materials and make changes as needed.	Moore-Jenkins, Teena	9/29/2014	Lesson plans, data observations/ feedback	3/20/2015 biweekly

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

G1.B1 Teachers have difficulty with deconstructing the new Florida Standards.

G1.B1.S1 Professional development on how to deconstruct the Florida Standards.

PD Opportunity 1

Provide ongoing professional development on deconstructing the standards.

Facilitator

Karen Lawler

Participants

K-5 Teachers

Schedule

Monthly, from 9/11/2014 to 5/28/2015