Treeline Elementary School

2014-15 School Improvement Plan

Treeline Elementary School

10900 TREELINE AVE, Fort Myers, FL 33913

http://tre.leeschools.net/

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	Yes	75%

Alternative/ESE Center	Charter School	Minority
No	No	70%

School Grades History

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

School Board Approval

This plan is pending approval by the Lee County School Board.

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Treeline Elementary's mission is to prepare all students to succeed in a caring, learning community.

Provide the school's vision statement

Treeline Elementary's vision is to provide quality education that empowers individuals to become caring, global, responsible citizens who value learning.
Our students will develop and use critical, creative thinking, and problem solving skills through cooperative learning and technology.
Treeline's Core Values are: Respect, Trust, Integrity, Loyalty, Collaboration, Fun and Joy

School Environment

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

As part of the Kagan Cooperative Learning Structures, teachers implement daily and weekly class-building and team-building activities. These structures allow students to become confident and accepted in their learning environment. During the school year events are planned to encourage parents to visit and participate in their child's learning.

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

We are a Positive Behavior Support (PBS) school. This enables us to set school and classroom expectations along with a reward system to encourage students to follow guidelines. School expectations are, BE RESPECTFUL, BE RESPONSIBLE, BE SAFE.
Monthly crisis drills are held to train students and faculty on procedures should a situation arise. The drills include: Fire, Tornado, Intruder, or Bomb. The drills train students for lock down and evacuation procedures.
A school counselor is employed to provide students with a person who is available to assist them when they are in need.
Watch Dogs (Dads of Great Students) volunteer throughout the school to provide students with a feeling of safety by their presence and assistance where needed.

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

As a PBS school we have a behavioral system in place. Our expectations: BE RESPECTFUL, BE RESPONSIBLE and BE SAFE are posted around the school building and in every classroom.
":Coqui' Cash" is used as a reward when individual students are "caught" following the expectations. Quarterly events are provided, as well as a bi-weekly Coqui' Store where they can spend their Coqui' Cash. Classrooms are rewarded with Coqui's for following the expectations as a group. Rewards are set in place for accumulation of the Coqui's. Cafe' Coqui's are provided to classes for meeting expectations in the cafe'. School Bus Drivers also participate in the PBS expectations by selecting weekly "Perfect Passengers" for recognition. Each week teachers recognize a "Star Student" from

their classroom.Their names are announced on the morning news, they receive a pinpression and have their picture taken with the school administrators. For students who choose not to follow school expectations a plan has been established for referrals. An infraction form is completed when needed. After a student receives 3 infractions for a given action they are referred to the administration. The school counselor is also utilized to meet with students as needed.

School-wide implementation of Kagan Cooperative Learning strategies also provide students with engaging structures and expectations in the classroom environment.

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

A School Counselor ensures social-emotional needs of all students are addressed. The counselor is available for one-on-one student counseling, peer mediation, classroom instruction, parent meetings, small group counseling, MTSS behavior check-ins and other interventions as needed. Watch Dogs mentor students as needed.

Early Warning Systems

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

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

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

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

Indicator	Grade Level	Total
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?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/183233.

Description
A PIP has been uploaded for this school or district - see the link above.

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

Treeline is a "community school" located in the middle of several residential communities. From those communities numerous volunteers provide services to our school and families. School personnel reach out to community members and organizations to seek their support in providing goods and services through volunteerism, material donations, and financial assistance. Designated school personnel coordinate services, cultivate partnerships, and build new relationships.
Some examples include but are not limited to the following:
Treeline partners with Community Cooperative Ministries Inc. (CCMI) to provide food for students to take home each Friday for weekend use.
A Target partnership provides books, incentives and volunteer hours to assist our students, teachers and parents.
Dictionaries are provided yearly to 3rd grade students by the local Rotary Club. The local Lion's Club provides eye glasses for students who do not have financial means to obtain glasses.
Florida Gulf Coast University (FGCU) works closely with Treeline to provide interns that support our teachers and student learning. FGCU students also participate in numerous school events by volunteering their time.

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
Murphy, Lisa	Assistant Principal
Thornton, Kelly	Principal

Duties

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

Administrators, Curriculum Specialist, Academic Support Teachers, Teacher Leaders: Participate in the planning of interventions and assist with support as needed.
MTSS Coordinator: Collects and reviews data, schedules initial and review meetings with teachers and parents, ensures interventions are in place, communicates with parents.
Teachers: Collect and review student data, meets with PLCs to discuss interventions, refers student to MTSS process, meets with Problem-Solving Team, implements interventions, review data to see if interventions are effective.

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 employs a MTSS Coordinator that manages the MTSS problem-solving process. The Core Instructional program is based on the Flordia State Standards (FSS). As students are identified as not meeting the expectations they are referred to the MTSS Problem-Solving Team. The team, along with the parents, reviews the student data and makes recommendations for interventions based on student need and a SIP (Student Instructional Plan) is developed. Data is gathered as needed by the classroom teacher. The data is reviewed and recommendations are made for student improvement. Academic Support Teachers, Teacher Leaders and classroom teachers provide additional small group academic instruction for students not meeting the expectations.
Title I, Part A
Title I, Title II and other programs coordinate through the SIP process. Our school completes a needs assessment before writing goals for the year. The School improvement plan is written to ensure compliance with all state and national regulations. Our school improvement plan is reviewed at the district level for appropriate use of funds and effective use of resources. This district level review prevents duplication of services and facilitates coordination between schools and departments. This collaboration ensures that all programs support the school.
Title I, Part C
Title I, Part A coordinates with Title I, Part C to provide expanded academic enrichment opportunities to Migrant students. Services include after school tutorials in reading and math; health services; and literacy workshops for parents as a result of the coordination of these funds. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.
Title I, Part D
Our school coordinates with health services (mental and physical) and other social services to meet the needs of students returning back to their assigned educational facility. The district Health Services, Student Services, Title I, Title III, and ESE departments are all a part of the collaborative effort. For example: social workers from student services have the process and procedures in place to assist students and their families with social services for food stamps and other health services; the ESE Department has established a memorandum of understanding for assistance with housing and counseling services through Ruth Cooper and the Lutheran Service; vocational instructors establish partnerships with businesses so students will have an opportunity to continue to develop their vocational skills.
Title II
Being a Title I school we recieved Teacher Leaders under the TIF (Teacher Incentive Fund) program to provide coaching, mentoring and professional development to all teachers throughout the school year.
Title III
Title I, Part A coordinates with Title III to expand academic enrichment opportunities for ELLs.These services include after school tutuorials, professional development, supplemental scientifically research based resources and materials. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.
Title X-Homeless
Homeless students who attend Title I school-wide or targeted assistance schools may have unique challenges that are not adddressed by the regular Title I program. These challenges may create barriers to full participation in Title I programs and defeat the overarching program goal of helping all studetns meet challenging state standards. Through Title I, Part A, or Title I Part A, in conjunction with Title X, McKinney-Vento funding homeless students can take part in services that enable them to benefit more from a school's Title I program.
Supplemental Acadmeic Instruction (SAI)
SAI is used to provide unique learning programs at our school. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage

coorperation between programs.

Violence Prevention Programs

Bullying prevention programs are offered throughout the school year. The PBS (Positive Behavior Support) program encourages students to be responsible, respectful and safe. Anticipated outcomes include a safe envirnoment for children and increased academic acheivement.

Nutritional Programs

Food and Nutrition Services offer healthy meals to all the students. This includes ensuring that families are offered free and reduced lunch applications throughout the year. All students recieve free breakfast each day. A backpack program sponsored through the CCMI (Community Cooperative Ministries Inc.) sends home nutritious food each weekend to struggling families to ensure that children and families have food throughout the week.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Stephen Bowe	Business/Community
Amy Lehigh	Parent
Evalea Barrett	Education Support Employee
Kelly Thornton	Principal
Tamra Bowe	Teacher
Michelle Johnson	Teacher
Damaris Altamar	Education Support Employee
Jeffery Journey	Parent
Beau Church	Business/Community
Kim Cabrerra	Parent
Jon Chestnut	Parent
Linda Fontana	Parent
Cassandra Redden	Education Support Employee
Karina Lopez-Ramirez	Parent
Aylen Echarte	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

A SAC meeting is held each fall in August or September to review the previous year's scores and to discuss the new School Improvement Plan. Members are encouraged to give their input toward the planning and implementation of the plan. Members are elected and are given the opportunity to vote on the use of Title I funds.

Development of this school improvement plan

SAC members contribute to the SIP through reviewing and making recommendations as needed. They vote on the expenditure of Title I funds for the current school year.

Preparation of the school's annual budget and plan

Each year's budget and plan are discussed at the Fall SAC meeting. Members contribute to the process of preparing the annual budget and plan. They vote on the acceptance of the expenditures of the Title I funds toward meeting the goals of the SIP plan.

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

School Improvement funds will be spent to directly support school improvement goals when/if the funds are allocated to schools. Currently no funds have been allocated.

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
Bowe, Tamra	Instructional Coach
Lombardo, Lisa	Instructional Coach
Nemsky, Erin	Instructional Coach
Gorman, Brenda	Instructional Coach
Keating, Julie	Instructional Coach
Ospina, Nicole	Instructional Coach
McFee, Donna	Other
Gerschick, Krista	Instructional Media
Rogers, Connie	Guidance Counselor
Murphy, Lisa	Assistant Principal
Thornton, Kelly	Principal

Duties

Describe how the LLT promotes literacy within the school

The LLT focuses on the continued implementation of Florida Standards with an emphasis on informational text in the Literacy Block.

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

Weekly Professional Learning Communities (PLC) are conducted at individual grade levels and on occasion as a whole staff. During this meetings teachers collaborate and share ways to meet the needs of their students. Data drives these learning communities as teachers work together to enhance their

teaching for the mastery of skills for ALL students. In addition to PLCs teachers meet during a common planning period once a week to plan for learning in their classrooms. Grade level chairs work to bring a common ground and to build relationships among their team members.

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

To recruit highly quarlified teachers, the School District offers a Job Fair for Principals to meet and interview perspective canidates for employment. The Principal and Principal's secretary attended the scheduled event. To retain highly qualified teachers the school offers many Professional Development opportunities to support teacher needs. The A.P.P.L.E.S. Mentor Program is also provided for new teachers to the profession. Academic Support Teachers are employed to provide additional assistance to teachers and students. Three Teacher Leaders (TL) are provided through the TIF (Teachers Incentive Fund) Grant. These teachers provide school-wide modeling, coaching and Professional Development to all teachers. One important expectation of the Teacher Leaders is to assist teachers in raising their performance evaluation scores. Teacher Leaders meet one-on-one with teachers to set goals for their desired improvement areas. They develop a plan of action and identify evidence that can be collect to demonstrate they met their goals.

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

Mentor teachers must complete the Clinical Education Course and have a minimum of 4 years teaching experience. The Mentor must complete 3 formative observations including pre and post conferences, IPDP development and support, weekly consultation with teacher, lesson planning, consultations and preparation, targeted teaching strategies and support, classroom managment support, staff development needs, modeling and coaching, coordination with PLC Teams, coordination with TIF/Mentor Administrator, quarterly reflective meeting with administator, teacher leader and developing professional, collaboration with other district mentors, attends required district mentor meetings/trainings, and maintain a mentoring log. Mentees are paired with Mentors that have experiences within the same grade level when possible.

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 school has trained all teachers in the use of the district Academic Plan. The Plan created at the district level by educators meets all Florida Standards. It identifies the standards to be taught, resources available and assessments to be administered. Our school utilizes Kagan Cooperative Learning Structures and Thinking Maps. By embedding these vetted programs in our teaching students are developing Higher Order Thinking Skills with each standard taught.

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

At our school we employee 3 Teacher Leaders and 3 Academic Coaches. These teachers focus a large portion of their day on working directly with students that are in jeopardy of not meeting grade

level expectations. They also provide on-level and above-level students with challenging lessons in addition to the instruction given by the classroom teacher. Modeling and coaching are used throughout the school to ensure all educators have their needs met as well. Teachers conduct daily formative assessments to gather an understanding of how students are moving toward mastery of standards. District summative assessments are given at the end of a concept to gain knowledge of student mastery. During weekly PLCs teachers exam data to identify students and skills still needing to be taught. The knowledge they gain through PCL meetings drives their instruction to teach and meet the needs of ALL students. Differentiated lessons are used daily in all classrooms.

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

Strategy: After School Program

Minutes added to school year:

After school tutoring programs are held for students in grades 4 and 5 that scored a 1 on the reading and math FCAT. As space is available other students are encouraged to attend the program. It runs for approximately 5 months for 2 afternoons each week.

Strategy Rationale

Students scoring level 1 on the FCAT were chosen for this program because teachers felt they would benefit most from the extra time. They experienced the greatest need to master the grade level standards.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Murphy, Lisa, lisajm@leeschools.net

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

Students are given a benchmark assessment at the beginning of the program. At the end a post assessment is given to determine the student's academic growth.

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

An open house is provided for incoming Kindergarten students and families to visit the school and classrooms. Each Spring parents are encouraged to schedule a school tour prior to making their choice for school enrollment. Families are encouraged to bring all children when attending school-wide events, for example, Monday night in the Media is a time that families are encouraged to bring preschoolers for a story and to check out books.

College and Career Readiness

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

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

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

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

School Improvement Goals

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   Increase student achievement gains system-wide by focusing on teaching and learning.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Increase student achievement gains system-wide by focusing on teaching and learning. 1a

🔍 G039321

Targets Supported 1b

Indicator	Annual Target
AMO Math - White	81.0
AMO Math - All Students	68.0
AMO Math - African American	52.0
AMO Math - Hispanic	72.0
AMO Math - ELL	55.0
AMO Math - SWD	51.0
AMO Math - ED	65.0
Math Gains	80.0
Math Lowest 25% Gains	81.0
AMO Reading - All Students	65.0
AMO Reading - African American	52.0
AMO Reading - Hispanic	67.0
AMO Reading - White	81.0
AMO Reading - ELL	54.0
AMO Reading - SWD	46.0
AMO Reading - ED	63.0
ELA/Reading Gains	73.0
ELA/Reading Lowest 25% Gains	68.0
FCAT 2.0 Science Proficiency	72.0
Teachers with advanced degrees	21.0
Certified in Field	100.0

Resources Available to Support the Goal 2

- Weekly Professional Learning Communities (PLC)
- Three Teacher Incentive Funded (TIF) positions
- Curriculum Coach
- Three Academic Support Teachers Push-In
- Three Exceptional Student Education Teachers (ESE) Push-In
- Volunteers
- District Mentoring New Teacher Program
- Administrators, Instructional Leaders
- District Support
- School and District Based Professional Development Opportunities
- Technology Lab Teacher providing technology education for grades 3-5

Targeted Barriers to Achieving the Goal 3

- Teachers continue to face challenges implementing the expectations of the FS along with applications across content areas

Plan to Monitor Progress Toward G1. 8

Performance Matters Data

Person Responsible
Lisa Murphy

Schedule
Daily, from 8/18/2014 to 5/22/2015

Evidence of Completion
Student Portfolios Teacher Data Binders Literacy Concept Summative Assessments Big Idea Math Assessments Chapter Math Assessments Writing Performance Assessments Lesson Plans Formative Assessments

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. Increase student achievement gains system-wide by focusing on teaching and learning. 1

🔑 G039321

G1.B2 Teachers continue to face challenges implementing the expectations of the FS along with applications across content areas 2

🔑 B094701

G1.B2.S1 Professional Development of Florida Standards 4

🔑 S105757

Strategy Rationale

PD will provide teachers with additional tools to meet Florida Standards expectations.

Action Step 1 5

Backwards Design Lesson Planning Professional Development.

Person Responsible

Lisa Murphy

Schedule

Annually, from 8/13/2014 to 8/14/2014

Evidence of Completion

In-service Record

Action Step 2 5

Core Connections Writing across the Curriculum (2 sessions per grade level) Professional Development.

Person Responsible

Lisa Lombardo

Schedule

Monthly, from 9/16/2014 to 1/29/2015

Evidence of Completion

In-service Record

Action Step 3 5

Kagan Cooperative Learning Professional Development.

Person Responsible

Lisa Murphy

Schedule

Monthly, from 8/4/2014 to 5/29/2015

Evidence of Completion

Observation Checklist Lesson Plans

Action Step 4 5

Thinking Maps Professional Development.

Person Responsible

Schedule

Weekly, from 8/4/2014 to 5/29/2015

Evidence of Completion

In-service Record Lesson Plans

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

Evidence of building knowledge through content-rich informational text. reading, writing, and speaking grounded in evidence from text, both literary and analytical. Regular practice with complex text and its academic language.

Person Responsible

Lisa Murphy

Schedule

Weekly, from 8/18/2014 to 5/22/2015

Evidence of Completion

Lesson Plans, Data, Student Artifacts, Walk throughs

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

Coaching Logs, Lesson Plans, PLC Agendas

Person Responsible

Lisa Murphy

Schedule

Weekly, from 8/18/2014 to 5/22/2015

Evidence of Completion

Walk Throughs Summative Assessments Mentor Teacher Observations

G1.B2.S2 Weekly PLCs to discuss data and plan scaffolding 4

S105758

Strategy Rationale

Common time for teachers and administrators to review student data with a focus on mastery of Florida Standards through best practices.

Action Step 1 5

PLC members will be instructed to bring a particular piece of data. The PLC will review all of the data and create differentiated lessons that utilize best practices and are based on individual student performance needs.

Person Responsible

Lisa Murphy

Schedule

Weekly, from 8/19/2014 to 5/22/2015

Evidence of Completion

Lesson Plans PLC agendas/notes

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

PLC coordinators will attend weekly PLCs to assist with PLC implementation, review of data, and scaffolding of instruction.

Person Responsible

Lisa Murphy

Schedule

Weekly, from 8/18/2014 to 5/22/2015

Evidence of Completion

Lesson Plans Teacher Leader Logs PLC agendas/notes Performance Matters

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 `7`

Administrators and PLC coordinators will review data to ensure that the scaffolding is effective.

Person Responsible

Lisa Murphy

Schedule

Weekly, from 8/18/2014 to 5/22/2015

Evidence of Completion

lesson plans data from Performance Matters Teacher Leader Logs

G1.B2.S3 Modeling and coaching of FS lessons. `4`

S105759

Strategy Rationale

Increase knowledge of District Academic Plan and best practices application across content areas.

Action Step 1 `5`

Teacher Leaders, Curriculum Coach, and Academic Support Teachers will provide modeling and coaching as evidenced by data or teacher need.

Person Responsible

Lisa Murphy

Schedule

Weekly, from 8/18/2014 to 5/22/2015

Evidence of Completion

Teacher Leader Logs Lesson Plans Teacher Leader Schedules

Plan to Monitor Fidelity of Implementation of G1.B2.S3 `6`

Administrators will review data and meet regularly with Teacher Leaders to determine if system in place is working effectively.

Person Responsible

Lisa Murphy

Schedule

Weekly, from 8/18/2014 to 5/22/2015

Evidence of Completion

Lesson plans, Teacher Leader Logs, Data from Performance Matters

Plan to Monitor Effectiveness of Implementation of G1.B2.S3 `7`

Appropriate instruction of the Florida Standards. Students are proficient with meeting grade level Florida Standards.

Person Responsible

Lisa Murphy

Schedule

Daily, from 8/18/2014 to 5/22/2015

Evidence of Completion

Summative and Formative Assessments Lesson plans

G1.B2.S4 Math Fluency Practice Implementation 4

S105760

Strategy Rationale

Increasing basic math fluency is a stepping stone towards mastery of grade level standards.

Action Step 1 5

Teachers will implement best practices for fluency retention daily.

Person Responsible

Lisa Murphy

Schedule

Daily, from 8/18/2014 to 5/22/2015

Evidence of Completion

Weekly timed formative assessments (addition, subtraction, multiplication, division), Quarterly formative assessments, Semester Application/Computation assessment.

Plan to Monitor Fidelity of Implementation of G1.B2.S4 6

Teachers will be observed providing daily practice for fluency retention.

Person Responsible

Lisa Murphy

Schedule

Daily, from 8/18/2014 to 5/22/2015

Evidence of Completion

Data from weekly, quarterly, and semester assessments, Lesson plans

Plan to Monitor Effectiveness of Implementation of G1.B2.S4 `7`

Administrators will observe teachers using best practices in their classrooms.

Person Responsible

Lisa Murphy

Schedule

Daily, from 8/18/2014 to 5/22/2015

Evidence of Completion

Lesson Plans Walk Through Data Student Data

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.B2.S1.A1	Backwards Design Lesson Planning Professional Development.	Murphy, Lisa	8/13/2014	In-service Record	8/14/2014 annually
G1.B2.S2.A1	PLC members will be instructed to bring a particular piece of data. The PLC will review all of the data and create differentiated lessons that utilize best practices and are based on individual student performance needs.	Murphy, Lisa	8/19/2014	Lesson Plans PLC agendas/notes	5/22/2015 weekly
G1.B2.S3.A1	Teacher Leaders, Curriculum Coach, and Academic Support Teachers will provide modeling and coaching as evidenced by data or teacher need.	Murphy, Lisa	8/18/2014	Teacher Leader Logs Lesson Plans Teacher Leader Schedules	5/22/2015 weekly
G1.B2.S4.A1	Teachers will implement best practices for fluency retention daily.	Murphy, Lisa	8/18/2014	Weekly timed formative assessments (addition, subtraction, multiplication, division), Quarterly formative assessments, Semester Application/ Computation assessment.	5/22/2015 daily
G1.B2.S1.A2	Core Connections Writing across the Curriculum (2 sessions per grade level) Professional Development.	Lombardo, Lisa	9/16/2014	In-service Record	1/29/2015 monthly
G1.B2.S1.A3	Kagan Cooperative Learning Professional Development.	Murphy, Lisa	8/4/2014	Observation Checklist Lesson Plans	5/29/2015 monthly
G1.B2.S1.A4	Thinking Maps Professional Development.		8/4/2014	In-service Record Lesson Plans	5/29/2015 weekly
G1.MA1	Performance Matters Data	Murphy, Lisa	8/18/2014	Student Portfolios Teacher Data Binders Literacy Concept Summative Assessments Big Idea Math Assessments Chapter Math Assessments Writing Performance Assessments Lesson Plans Formative Assessments	5/22/2015 daily
G1.B2.S1.MA1	Coaching Logs, Lesson Plans, PLC Agendas	Murphy, Lisa	8/18/2014	Walk Throughs Summative Assessments Mentor Teacher Observations	5/22/2015 weekly
G1.B2.S1.MA1	Evidence of building knowledge through content-rich informational text. reading, writing, and speaking grounded in	Murphy, Lisa	8/18/2014	Lesson Plans, Data, Student Artifacts, Walk throughs	5/22/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	evidence from text, both literary and analytical. Regular practice with complex text and its academic language.				
G1.B2.S2.MA1	Administrators and PLC coordinators will review data to ensure that the scaffolding is effective.	Murphy, Lisa	8/18/2014	lesson plans data from Performance Matters Teacher Leader Logs	5/22/2015 weekly
G1.B2.S2.MA1	PLC coordinators will attend weekly PLCs to assist with PLC implementation, review of data, and scaffolding of instruction.	Murphy, Lisa	8/18/2014	Lesson Plans Teacher Leader Logs PLC agendas/notes Performance Matters	5/22/2015 weekly
G1.B2.S3.MA1	Appropriate instruction of the Florida Standards. Students are proficient with meeting grade level Florida Standards.	Murphy, Lisa	8/18/2014	Summative and Formative Assessments Lesson plans	5/22/2015 daily
G1.B2.S3.MA1	Administrators will review data and meet regularly with Teacher Leaders to determine if system in place is working effectively.	Murphy, Lisa	8/18/2014	Lesson plans, Teacher Leader Logs, Data from Performance Matters	5/22/2015 weekly
G1.B2.S4.MA1	Administrators will observe teachers using best practices in their classrooms.	Murphy, Lisa	8/18/2014	Lesson Plans Walk Through Data Student Data	5/22/2015 daily
G1.B2.S4.MA1	Teachers will be observed providing daily practice for fluency retention.	Murphy, Lisa	8/18/2014	Data from weekly, quarterly, and semester assessments, Lesson plans	5/22/2015 daily

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportuntities

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

G1. Increase student achievement gains system-wide by focusing on teaching and learning.

G1.B2 Teachers continue to face challenges implementing the expectations of the FS along with applications across content areas

G1.B2.S1 Professional Development of Florida Standards

PD Opportunity 1

Backwards Design Lesson Planning Professional Development.

Facilitator

Jackie Sawyer, Michelle Johnson, Darya Perez, Tamra Bowe

Participants

All Teachers

Schedule

Annually, from 8/13/2014 to 8/14/2014

PD Opportunity 2

Core Connections Writing across the Curriculum (2 sessions per grade level) Professional Development.

Facilitator

Core Connections Representative

Participants

K-5 classroom teachers

Schedule

Monthly, from 9/16/2014 to 1/29/2015

PD Opportunity 3

Kagan Cooperative Learning Professional Development.

Facilitator

Treeline Kagan Coaches

Participants

Teachers

Schedule

Monthly, from 8/4/2014 to 5/29/2015

PD Opportunity 4

Thinking Maps Professional Development.

Facilitator

Thinking Map Coaches

Participants

Teachers

Schedule

Weekly, from 8/4/2014 to 5/29/2015

G1.B2.S2 Weekly PLCs to discuss data and plan scaffolding

PD Opportunity 1

PLC members will be instructed to bring a particular piece of data. The PLC will review all of the data and create differentiated lessons that utilize best practices and are based on individual student performance needs.

Facilitator

PLC Team Grade Level Chairs

Participants

All Teachers

Schedule

Weekly, from 8/19/2014 to 5/22/2015

G1.B2.S3 Modeling and coaching of FS lessons.

PD Opportunity 1

Teacher Leaders, Curriculum Coach, and Academic Support Teachers will provide modeling and coaching as evidenced by data or teacher need.

Facilitator

Teacher Leaders, Academic Support Teachers, Curriculum Coach

Participants

Teachers

Schedule

Weekly, from 8/18/2014 to 5/22/2015

G1.B2.S4 Math Fluency Practice Implementation

PD Opportunity 1

Teachers will implement best practices for fluency retention daily.

Facilitator

Curriculum Coach

Participants

Teachers

Schedule

Daily, from 8/18/2014 to 5/22/2015

Technical Assistance Items

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

Budget Rollup

Summary	
Description	**Total**
Goal 1: Increase student achievement gains system-wide by focusing on teaching and learning.	23,660
Grand Total	**23,660**

Goal 1: Increase student achievement gains system-wide by focusing on teaching and learning.		
Description	**Source**	**Total**
B2.S1.A1		0
B2.S1.A2 - Core Connections Consultant: $12,000 Substitutes: 11,660	Title I Part A	23,660
Total Goal 1		**23,660**