

Sun 'n Lake Elementary School



2014-15 School Improvement Plan

Sun 'n Lake Elementary School

4515 PONCE DE LEON BLVD, Sebring, FL 33872

<http://www.highlands.k12.fl.us/~snl/>

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
72%

Alternative/ESE Center
No

Charter School
No

Minority
63%

School Grades History

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

School Board Approval

This plan is pending approval by the Highlands 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	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	17
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	21
Appendix 1: Implementation Timeline	34
Appendix 2: Professional Development and Technical Assistance Outlines	37
Professional Development Opportunities	38
Technical Assistance Items	41
Appendix 3: Budget to Support Goals	42

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	4	Jim Browder
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Sun 'n Lake Elementary believes that each child is unique, valued and loved with the potential to be successful learners today and leaders tomorrow.

Provide the school's vision statement

Sun 'n Lake Elementary-Where Leadership Begins

School Environment

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

Sun' n Lake works in partnership with parents/guardians to provide opportunities for each child to develop their academic, social and emotional skills. We are a rural community and draw our student population from both Avon Park and Sebring. Many of our students have parents or family members who have attended Sun' n Lake and a number of our staff have grown up and now live in these same communities. A previous vision for Sun' n Lake was "Parents + Teachers = Student Success" and this partnership is a focus for our staff. Prior year teachers are a resource for current teachers and the information shared provides the new teacher a more complete understanding of a child's learning style and needs. We are a PBIS school , as well as implementing Covey's The Leader in Me program and both encourage and stress the importance of building relationships between teachers and students.

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

Sun' n Lake has implemented several safety measures to ensure that each child feels safe while at school. Access to the campus is restricted during the day and all visitors must check in through the office. Students arrive by bus, parent drop off or by walking or riding bikes to school. Students are greeted each morning by staff members on duty in each of the areas and by staff monitoring student traffic in the hallways. Our School Safety Patrol is also on duty to assist in each of these areas. Covey's The Leader in Me program and the PBIS program directly impact our school and each classroom's environment.

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

Sun' n Lake is a Positive Behavior Intervention school and A Leader in Me School. Clear behavioral expectations are established and taught in each classroom and area of our school. Students' positive behavior is acknowledged and reinforced frequently and in the years since the implementation of PBIS the number of discipline referrals and suspensions have declined. The Leader in Me program was implemented in the 2013-14 school year, and as we move into our second year of implementation we are excited by the children's understanding of the 7 Habits and the growth of student leaders.

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

Meeting the social-emotional needs of students at Sun 'n Lake is addressed first by each classroom teacher. Our guidance counselor serves as a resource for teachers and students who are experiencing problems at home or school. A grief counselor, a social worker, a school psychologist and a license mental health counselor are also available resources for our students.

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

We have an active School Attendance review team, who meet several times a quarter on students not attending school.

PBIS school and discipline data is reviewed frequently and strategies developed to improve student behavior.

Students scoring a Level 1 on FCAT Reading or Math are targeted for additional services. In school tutoring; intensive classrooms with reduced student teacher ration; support facilitation from ESE teacher; Tier 3 reading program and extended reading block;

Course failure- Students not meeting standards for promotion are either retained, exempted from retention or promoted with intensive remediation. Strategies and support are in place to address their areas of need. Students scoring a Level 1 on statewide assessments are provided additional time and services to improve their academic performance.

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	26	8	9	8	8	8	67
One or more suspensions	11	6	9	11	3	19	59
Course failure in ELA or Math	18	36	18	15	27	18	132
Level 1 on statewide assessment	0	0	0	12	31	16	59

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

Indicator	Grade Level						Total	
	K	1	2	3	4	5		
Students exhibiting two or more indicators		3	2	3	4	6	3	21

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

Differentiation of instruction; flexible small group instruction/remediation;an additional thirty minute block for reading and math remediation.Intensive classes at fourth and fifth grade utilizing Tier 3 reading program, extended reading block and reduced student teacher ratio; ESE teacher provides support facilitation in both of these classrooms; in school tutorial program at fourth and fifth grade for students scoring in the lowest quartile in reading or math on the state assessment; daily behavior

note and CICO with guidance counselor as well as Lunch Bunch with counselor to address behavioral and academic issues; mentor programs, Boys to Men and Pacesetters.

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 available at the school site.

Description

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 builds and sustains partnerships with our local community in a variety of ways. Our school's corporate sponsor is Florida Hospital Heartland Division. The hospital is the largest private employer in our county, and our school works closely with them to support the vision and mission of the school. The hospital provides us sponsorship and support for a variety of events. Our chorus provides a performance each year at the hospital,

The school works with our local community during the holidays by providing an angel tree for our needy families. Members of our staff and businesses in our community provide for needs of these children. Our PTO is very active with a variety of fundraisers that work closely with our community.

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
Laye, Linda	Principal
Durrance, Isaac	Assistant Principal
Douglass, Lynn	Guidance Counselor
Comeaux, Leslie	Instructional Coach
Lehman, Danielle	Teacher, K-12
Freeland, Melinda	Teacher, K-12
Guzman, Miriam	Teacher, K-12
McClelland, Jessica	Teacher, K-12
Rivera, Coral	Teacher, K-12
Roth, LaNita	Instructional Coach
Steedley, Erica	Teacher, K-12
Dunford, Cara	Dean

Duties

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

Grade level team leaders, along with Literacy Resource Teacher, Guidance Counselor and Administrators form the school based leadership team. Each team leader is responsible for facilitating data discussions at their grade level on students' performance and developing plans to address identified needs. Team leaders assist with the development/implementation of standard protocol interventions for students receiving Tier 2 services. The LCRT and Guidance Counselor gather and disseminate student data as well as facilitate discussion of needs and strategies that support effective instruction. Administrators work with the teams to allocate resources to support research based effective instructional techniques or materials needed for improved student learning. Data is analyzed for individual classes, grade levels and school wide assessments which establish the priorities and determines the allocation of resources identified in our School Improvement plan. Using data for decision-making and allocation of resources to improve student learning is the primary role of the school based MTSS team. SIP goals and strategies are based upon the data collected through assessments and discipline/attendance reports. The data collected during progress monitoring meetings is used to determine the effectiveness of the instruction and interventions students are receiving.

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 MTSS team meets twice a quarter to review student performance data and to identify areas of needed improvement in core curriculum, and instruction. MTSS team members then meets with grade level teams to review student progress, identify areas of need, develop interventions, and the resources needed to improve student learning. Students identified as needing Tier 2 or Tier 3 services are progress monitored on a more frequent basis. MTSS team reviews student progress monitoring data and meets with individual teachers or grade level teams to identify available resources and develop targeted interventions.

Title I, Part A :

Will provide funds to all district elementary schools and one middle school, in a school wide project format, to target academic assistance to all students, professional development for teachers and parent involvement activities. Monies also provide resources (clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. This grant is also the funding source for implementing the requirements of NCLB.

Title I, Part C- Migrant:

Provides services to migrant students (PreK-12th grade) and their families. The primary goal of the Migrant program is to improve academic performance of migrant students, and provide health and guidance services to them. The Migrant Early Childhood Program serves 4 year old children in a full time preschool program, focusing on readiness activities. Parent involvement and education is an integral part of the Migrant Program.

Title I, Part D:

Provides services to children who are delinquent or neglected.

Title II

Title II, Part A: Provides for teacher professional development and supports all teachers and paraprofessionals to be highly qualified.

Title III :

Supports activities to assist students to become proficient in English, supports teacher professional development in E.L.L. strategies and parent involvement and education.

Title X- Homeless:

Student Services coordinates with Title I, Part A to provide resources (clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI):

SAI funds will be coordinated with Title I funds to provide summer school for Level 1 readers.

Nutrition Programs: LEA participates in the Federal Free/Reduced lunch program and the free breakfast for all students program. Snack is also provided for afterschool care and afterschool tutoring programs. Summer food programs are provided at various school sites and community locations. The USDA fruit and vegetable grant will also be provided at Fred Wild Elementary School.

Violence Prevention Programs:

The district offers a non-violence and anti-drug program to students that incorporate field trips, community service, drug tests, and counseling.

VPK: These programs are provided and facilitated through the district each summer at a school location in each community for families of all eligible incoming kindergarten students not previously served in the private sector.

Adult Education: Adult Education programs are provided at South Florida State College. Numerous vocational programs, college level courses and community interest workshops are available.

Career and Technical Education: Title VI provides for our Career Academy at South Florida State College which gives students vocational opportunities as well as academic education.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
David Allen	Parent
Lynn Douglass	Teacher
Miriam Guzman	Teacher
Mary C. Devlin	Teacher
Coral Rivera	Teacher
Maria Persad	Education Support Employee
Cara Dunford	Teacher
Linda Laye	Principal
Ebony Mercado	Parent
Tanecia Morris	Parent
Jessica Coney	Parent
Debora Espada-Figueroa	Parent
Linda Lynch	Business/Community
Lindsay Lynch	Parent
Mintoo Patel	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

SAC is the governing body of our school improvement process. This process includes reviewing, planning implementing and evaluating the success of our School Improvement Plan.

Development of this school improvement plan

SAC members assist in the development of the school improvement plan goals as well as approving the final plan. SAC team members are involved with monitoring the progress of our students and school efforts to reach our goals.

Preparation of the school's annual budget and plan

SAC members review the school budget that is allocated each year. Item budget lines are explained, then parents are encouraged to give input and/or concerns about the budget. After discussion, SAC approves the budget as recommended by the principal.

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

No additional funding at this time.

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
Laye, Linda	Principal
Durrance, Isaac	Assistant Principal
Douglass, Lynn	Guidance Counselor
Comeaux, Leslie	Instructional Coach
Roth, LaNita	Instructional Coach
Lehman, Danielle	Teacher, K-12
Freeland, Melinda	Teacher, K-12
Guzman, Miriam	Teacher, K-12
McClelland, Jessica	Teacher, K-12
Rivera, Coral	Teacher, K-12
Steedley, Erica	Teacher, K-12
Taylor, Alice	Instructional Coach
Dunford, Cara	Dean

Duties

Describe how the LLT promotes literacy within the school

The focus of the 2014-15 Literacy Leadership Team will be to assist teachers with the instruction of the Florida Standards for English Language Arts. They will also assist and provide direction to their grade levels on unpacking the standards; effective instruction; test item specifications; as well as developing a variety of resources to differentiate instruction for students.

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

Sun 'n Lake Elementary takes care to create positive working relationships among staff members. The administration has provided the groundwork for Professional Learning Communities around campus. These PLC's are set up in three groups, grades K-1, 2-3 and 4-5. The PLC's meet together and provide encouragement, mentorship and planning environments for teachers to collaborate. The school also provides day long planning sessions for grade levels.

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

Dr. Linda Laye, principal is the contact person who works with SFCC to partner with the Teacher Preparation Program. In addition, support and coaching through the Danielson model is implemented with all teachers. Mentors are assigned to beginning teachers as well as new teachers to the school. Mentors provide support in curriculum, instruction and the classroom environment. Teachers who are in the PEC program are assigned highly effective mentors who have been trained in Clinical Ed and support their efforts in completing the program.

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

Teachers who are in the PEC program are assigned highly effective mentors who have been trained in Clinical Ed and support their efforts in completing the program.

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 core instructional program for reading, math and science address some but not all of Florida's standards. Our instructional emphasis is on teaching the standards not the text and using the text as one resource for instructing the standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Data is used to identify students in need of remediation, forming classrooms, determining behavioral as well as academic interventions. Formative assessment data is used to plan instruction within the classroom. Data is also used to monitor the progress of individual students receiving interventions . Students scoring in the lowest quartile of the FCAT reading or mathematics assessment receive interventions within their class, but also receive an additional period working with a math or reading tutor assigned to the class. Students previously retained and not meeting proficiency on the 3rd grade FCAT reading assessment are assigned to a combination third/fourth grade class with a reduced student teacher ratio. These students are working in a Tier 3 reading program, for an extended reading block. They also receive additional small group instruction targeting deficits in phonemic awareness, phonics, fluency, vocabulary or comprehension. These students are receiving a tier 3 intervention services and their progress is monitored weekly. Many of these students are identified as ESE students, or are involved in the evaluation process.

We also have a similar class at fifth grade targeting those students who are struggling in reading using a Tier 3 intensive reading program, as well as additional small group instruction targeting deficit reading skills.

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:

Strategy Rationale

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

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

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

FLKRS is administered to all incoming Kindergarten students. Kindergarten students will participate in the FAIR assessment. Teachers will also conduct informal assessments to determine the background knowledge and learning styles of students. Results will be shared with Kindergarten teachers who will meet as a team to analyze the information and plan for instruction. Advanced Academics classes will be formed for those students who demonstrate advanced mastery of skills. All placements are considered flexible and all students will be progress monitored quarterly or monthly depending on need.

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.** Fifty-five percent (55%) of fifth grade students will score a Level 3 or above on the FCAT Science assessment.
- G2.** Maintain 2014 FCAT proficiency rate on the 2015 Florida Statewide Assessment of English Language Arts.
- G3.** Maintain 2014 FCAT proficiency level on the 2015 Florida Standard Mathematics assessment..

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. Fifty-five percent (55%) of fifth grade students will score a Level 3 or above on the FCAT Science assessment. 1a

G039549

Targets Supported 1b

Indicator	Annual Target
FAA Science Proficiency	55.0

Resources Available to Support the Goal 2

- Early release days dedicated for STEM activities, Science materials, STEM Coach and teachers

Targeted Barriers to Achieving the Goal 3

- Limited student exposure to science curriculum. Continuity of science instruction at all grade levels.

Plan to Monitor Progress Toward G1. 8

Improved student proficiency on FCAT Science Assessment

Person Responsible

Linda Laye

Schedule

Annually, from 8/20/2014 to 6/4/2015

Evidence of Completion

Student progress on Performance Matters Science Assessment; 2015 FCAT Science data; End of Course exam for all grade levels.

G2. Maintain 2014 FCAT proficiency rate on the 2015 Florida Statewide Assessment of English Language Arts. 1a

G039550

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	56.0
FSA - Mathematics - Proficiency Rate	58.0

Resources Available to Support the Goal 2

- Scott Foresman Reading Street Series; Title 1 funds used for in-school tutoring for lowest quartile students(certified retired teachers);MTSS teams monitors all students' progress; Teacher and student data folders; ongoing data chats; I-Ready Assessments and progress monitoring.

Targeted Barriers to Achieving the Goal 3

- Florida Standards Assessment in Reading is a new state assessment and baseline and proficiency levels have not yet been established.
- Students have skill deficits in one or more areas of reading. (PA, P, V, F, C.)
- Students' performance in reading is significantly below grade level expectations
- Student performance in writing is significantly below grade level expectations

Plan to Monitor Progress Toward G2. 8

Florida Standards English Language Arts assessment data; I-Ready progress monitoring data.

Person Responsible

Linda Laye

Schedule

Monthly, from 8/20/2014 to 6/4/2015

Evidence of Completion

Improved student performance on reading assessments;l-ready progress monitoring data

G3. Maintain 2014 FCAT proficiency level on the 2015 Florida Standard Mathematics assessment.. 1a

G039551

Targets Supported 1b

Indicator	Annual Target
FSA - Mathematics - Proficiency Rate	58.0

Resources Available to Support the Goal 2

- Harcourt Math series; master schedule, Title I funds used for in-school tutoring (retired certified teachers) for lowest quartile students; MTSS teams progress monitors all students' progress; Data folders and ongoing data chats

Targeted Barriers to Achieving the Goal 3

- Florida Standards Assessment in Mathematics is a new state assessment and baseline and proficiency levels have not yet been established.
- Many students have skill deficits in one or more areas.
- Students whose performance in math is significantly below grade level expectations.

Plan to Monitor Progress Toward G3. 8

Proficiency levels on the 2015 FSA Math assessment .

Person Responsible

Linda Laye

Schedule

Monthly, from 8/20/2014 to 6/4/2015

Evidence of Completion

Student performance on math 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. Fifty-five percent (55%) of fifth grade students will score a Level 3 or above on the FCAT Science assessment. **1**

 G039549

G1.B1 Limited student exposure to science curriculum. Continuity of science instruction at all grade levels.

2

 B095420

G1.B1.S1 Early release STEM days with a focus on tested benchmarks. K-3 focus on tested benchmarks and supporting benchmarks. 4th grade focus on the 4th grade benchmarks that are tested and not addressed in the 5th grade curriculum. (moon phases, life cycles, plants, rocks). 5th grade focus on 5th grade life and physical science benchmarks. **4**

 S106555

Strategy Rationale

Action Step 1 **5**

Early release STEM days with a focus on tested benchmarks.

K-3 focus on tested benchmarks and supporting benchmarks.
4th grade focus on the 4th grade benchmarks that are tested and not addressed in the 5th grade curriculum, (moon phases, life cycles, plants, rocks).

5th grade focus on the 5th grade life and physical science.

Person Responsible

Leslie Comeaux

Schedule

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

Evidence of Completion

Grade level plans and classroom observations

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

Early Release STEM days

Person Responsible

Leslie Comeaux

Schedule

Monthly, from 8/20/2014 to 6/4/2015

Evidence of Completion

Grade level plans and classroom observation

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

Early Release STEM days

Person Responsible

Leslie Comeaux


Schedule

Monthly, from 8/20/2014 to 6/4/2015

Evidence of Completion

Report of Team Leaders and classroom observation

G1.B1.S2 Utilization of core science curriculum in all grade levels. Continuity of science instruction at all grade levels targeting NGSS standards.School Science lab open to all grade levels **4**

 S106556

Strategy Rationale

Action Step 1 **5**

Utilization of Science series at all grade levels to ensure continuity of science instruction and mastery of grade level benchmarks. Instructional model of explicit instruction, modeled instruction, guided practice and independent practice is supported by the series.School Science lab open to all grade levels

Person Responsible

Leslie Comeaux

Schedule

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

Evidence of Completion

Lesson plans; observation; Performance Matters Science Assessment 3x a year for 5th grade students

Plan to Monitor Fidelity of Implementation of G1.B1.S2 **6**

Utilization of new Science series at all grade levels to ensure continuity of science instruction and mastery of grade level benchmarks. Instructional model of explicit instruction, modeled instruction, guided practice and independent practice is supported by the series. School Science lab open to all grade levels

Person Responsible

Leslie Comeaux

Schedule

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

Evidence of Completion

Teacher Lesson plans; student grades; Performance Matters Science Assessment 3x a year for 5th grade students; classroom observation

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Utilization of new Science series at all grade levels to ensure continuity of science instruction and mastery of grade level benchmarks. Instructional model of explicit instruction, modeled instruction, guided practice and independent practice is supported by the series. School Science lab open to all grade levels

Person Responsible

Leslie Comeaux

Schedule

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


Evidence of Completion

Teacher Lesson plans; student grades; Performance Matters Science Assessment 3x a year for 5th grade students; classroom observation

G2. Maintain 2014 FCAT proficiency rate on the 2015 Florida Statewide Assessment of English Language Arts. 1

 G039550

G2.B1 Florida Standards Assessment in Reading is a new state assessment and baseline and proficiency levels have not yet been established. 2

 B095421

G2.B1.S1 Unwrapping the standards to identify skills not addressed in the core curriculum and implementing best practices for instruction. 4

 S106557

Strategy Rationale

Core programs do not address all standards.

Action Step 1 5

Unwrapping the standards to identify skills not addressed in the core curriculum and implementing best practices for instruction.

Person Responsible

LaNita Roth

Schedule

Weekly, from 8/20/2014 to 6/4/2015

Evidence of Completion

Formative assessments; Item analysis of weekly and unit reading assessments; lesson plans; Individual student's folder and progress monitoring data.

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

Unwrapping the standards to identify skills not addressed in the core curriculum and implementing best practices for instruction.

Person Responsible

LaNita Roth

Schedule

Weekly, from 8/20/2014 to 6/4/2015

Evidence of Completion

Lesson plans; Student folder, observation, improved performance on reading assessments and I-Ready progress monitoring data collected on students

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

Unwrapping the standards to identify skills not addressed in the core curriculum and implementing best practices for instruction.

Person Responsible

LaNita Roth

Schedule

Weekly, from 8/20/2014 to 6/4/2015

Evidence of Completion

Teacher Lesson plans; individual student folders; improved performance on reading assessments, I-Ready progress monitoring data .

G2.B2 Students have skill deficits in one or more areas of reading. (PA, P, V, F, C.) 2

 B095422

G2.B2.S1 Additional thirty minutes of reading instruction using Reading Street Strategic program for differentiated small group instruction; computer assisted instruction. 4

 S106558

Strategy Rationale

Action Step 1 5

Additional thirty minutes of reading instruction using Reading Street Strategic program for differentiated small group instruction; computer assisted instruction.

Person Responsible

LaNita Roth

Schedule

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

Evidence of Completion

Teacher Lesson Plans, Grade level team planning, Improved student performance on formative and reading assessments. I-Ready progress monitoring

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Additional thirty minutes of reading instruction using Reading Street Strategic program for differentiated small group instruction; computer assisted instruction.

Person Responsible

LaNita Roth

Schedule

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

Evidence of Completion

Improved student performance on formative and reading assessments. I=Ready progress monitoring data

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Additional thirty minutes of reading instruction using Reading Street Strategic program for differentiated small group instruction; computer assisted instruction.

Person Responsible

LaNita Roth

Schedule

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

Evidence of Completion

Improved student performance on formative and reading assessments. I-Ready progress monitoring data collect

G2.B3 Students' performance in reading is significantly below grade level expectations 2

 B095423

G2.B3.S1 Students in the lowest quartile on Reading assessments will receive additional small group differentiated instruction through an in-school reading tutorial program. 4

 S106559

Strategy Rationale

Action Step 1 5

Students in the lowest quartile on Reading assessments will receive additional small group differentiated instruction through an in-school reading tutorial program.

Person Responsible

Linda Laye

Schedule

Weekly, from 10/20/2014 to 4/3/2015

Evidence of Completion

Formative and reading assessments; I-Ready progress monitoring data c

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

Students in the lowest quartile on Reading assessments will receive additional small group differentiated instruction through an in-school reading tutorial program.

Person Responsible

Linda Laye

Schedule

Weekly, from 10/20/2014 to 4/3/2015

Evidence of Completion

Performance on formative and reading assessments; I-Ready Progress monitoring data

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

Students in the lowest quartile on Reading assessments will receive additional small group differentiated instruction through an in-school reading tutorial program.

Person Responsible

Linda Laye

Schedule

Weekly, from 10/20/2014 to 4/3/2015


Evidence of Completion

Performance on formative and reading assessments; I-Ready Progress monitoring data

G2.B4 Student performance in writing is significantly below grade level expectations **2**

 B115424

G2.B4.S1 Students will write daily. Instruction/modeling provided on a weekly basis by the Writing Resource teacher for 3rd,4th and 5th grade students . Mentoring and coaching provided to 3rd,4th and 5th grade teachers. **4**

 S127021

Strategy Rationale

Action Step 1 **5**

Students will write daily. Instruction/modeling provided on a weekly basis by the Writing Resource teacher for 3rd,4th and 5th grade students . Mentoring and coaching provided to 3rd,4th and 5th grade teachers.

Person Responsible

Linda Laye

Schedule

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

Evidence of Completion

Student writing samples

Plan to Monitor Fidelity of Implementation of G2.B4.S1 **6**

Students will write daily. Instruction/modeling provided on a weekly basis by the Writing Resource teacher for 3rd,4th and 5th grade students . Mentoring and coaching provided to 3rd,4th and 5th grade teachers.

Person Responsible

Linda Laye

Schedule

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

Evidence of Completion

Student writing samples

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 7

Students will write daily. Instruction/modeling provided on a weekly basis by the Writing Resource teacher for 3rd,4th and 5th grade students . Mentoring and coaching provided to 3rd,4th and 5th grade teachers.

Person Responsible

Linda Laye

Schedule

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

Evidence of Completion

Student writing samples

G3. Maintain 2014 FCAT proficiency level on the 2015 Florida Standard Mathematics assessment.. 1

 G039551

G3.B1 Florida Standards Assessment in Mathematics is a new state assessment and baseline and proficiency levels have not yet been established. 2

 B095424

G3.B1.S1 Unwrap the mathematics standards to identify skills not addressed in the core curriculum. Plan differentiated instruction using evidence based instruction/intervention. 4

 S106561

Strategy Rationale

Action Step 1 5

Unwrap the mathematics standards to identify skills not addressed in the core curriculum. Plan differentiated instruction using evidence based instruction/intervention.

Person Responsible

Leslie Comeaux

Schedule

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

Evidence of Completion

Formative assessments;item analysis of Harcourt Math assessments, II-Ready assessment 3x a year;lesson plans, individual progress monitoring data

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

Unwrap the mathematics standards to identify skills not addressed in the core curriculum. Plan differentiated instruction using evidence based instruction/intervention.

Person Responsible

Leslie Comeaux

Schedule

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

Evidence of Completion

Lesson plans; student folders, classroom observation, improved performance on math assessments and progress monitoring data collected on students.

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

Unwrap the mathematics standards to identify skills not addressed in the core curriculum. Plan differentiated instruction using evidence based instruction/intervention.

Person Responsible

Leslie Comeaux

Schedule

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

Evidence of Completion

I-Ready progress monitoring; improved performance on math assessments; progress monitoring data collected monthly, bi-monthly or weekly on students receiving Tier2 or Tier 3 services.

G3.B2 Many students have skill deficits in one or more areas. 2

B095425

G3.B2.S1 An additional thirty minutes for differentiated small group instruction to focus on needed skills and strategies; computer assisted instruction 4

S106562

Strategy Rationale

Action Step 1 5

An additional thirty minutes for math differentiated small group instruction to focus on needed skills and strategies; computer assisted instruction

Person Responsible

Leslie Comeaux

Schedule

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

Evidence of Completion

Lesson plans, Grade level team planning, improved student performance on formative and math assessments.

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

An additional thirty minutes for math differentiated small group instruction to focus on needed skills and strategies; computer assisted instruction

Person Responsible

Leslie Comeaux

Schedule

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

Evidence of Completion

Improved student performance on formative and math assessments. I-Ready assessment - 3x a year. Improvement on progress monitoring data collected

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

An additional thirty minutes for math differentiated small group instruction to focus on needed skills and strategies; computer assisted instruction

Person Responsible

Linda Laye

Schedule

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

Evidence of Completion

Improved student performance on formative and math assessments. I-Ready assessment - 3x a year. Improvement on progress monitoring data collected.

G3.B3 Students whose performance in math is significantly below grade level expectations. 2

 B095426

G3.B3.S1 Students in the lowest quartile on Math assessment will receive additional small group differentiated instruction through an in-school tutorial program.(retired certified teachers) 4

 S106563

Strategy Rationale

Action Step 1 5

Students in the lowest quartile on Math assessment will receive additional small group differentiated instruction through an in-school tutorial program.(retired certified teachers)

Person Responsible

Linda Laye

Schedule

Weekly, from 10/13/2014 to 4/3/2015

Evidence of Completion

Formative and math assessments,I-Ready progress monitoring data .

Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

Students in the lowest quartile on Math assessment will receive additional small group differentiated instruction through an in-school tutorial program.(retired certified teachers)

Person Responsible

Linda Laye

Schedule

Weekly, from 10/20/2014 to 4/3/2015

Evidence of Completion

Formative and math assessments, I-Ready progress monitoring data

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

Students in the lowest quartile on Math assessment will receive additional small group differentiated instruction through an in-school tutorial program.(retired certified teachers)

Person Responsible

Linda Laye

Schedule

Evidence of Completion

Performance on formative and math assessments, I-Ready progress monitoring data collected

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	Early release STEM days with a focus on tested benchmarks. K-3 focus on tested benchmarks and supporting benchmarks. 4th grade focus on the 4th grade benchmarks that are tested and not addressed in the 5th grade curriculum, (moon phases, life cycles, plants, rocks). 5th grade focus on the 5th grade life and physical science.	Comeaux, Leslie	8/25/2014	Grade level plans and classroom observations	6/4/2015 monthly
G1.B1.S2.A1	Utilization of Science series at all grade levels to ensure continuity of science instruction and mastery of grade level benchmarks. Instructional model of explicit instruction, modeled instruction,	Comeaux, Leslie	8/25/2014	Lesson plans; observation; Performance Matters Science Assessment 3x a year for 5th grade students	6/4/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	guided practice and independent practice is supported by the series.School Science lab open to all grade levels				
G2.B1.S1.A1	Unwrapping the standards to identify skills not addressed in the core curriculum and implementing best practices for instruction.	Roth, LaNita	8/20/2014	Formative assessments; Item analysis of weekly and unit reading assessments; lesson plans; Individual student's folder and progress monitoring data.	6/4/2015 weekly
G2.B2.S1.A1	Additional thirty minutes of reading instruction using Reading Street Strategic program for differentiated small group instruction; computer assisted instruction.	Roth, LaNita	8/25/2014	Teacher Lesson Plans, Grade level team planning, Improved student performance on formative and reading assessments. I-Ready progress monitoring	6/4/2015 daily
G2.B3.S1.A1	Students in the lowest quartile on Reading assessments will receive additional small group differentiated instruction through an in-school reading tutorial program.	Laye, Linda	10/20/2014	Formative and reading assessments; I-Ready rogress monitoring data c	4/3/2015 weekly
G3.B2.S1.A1	An additional thirty minutes for math differentiated small group instruction to focus on needed skills and strategies; computer assisted instruction	Comeaux, Leslie	8/25/2014	Lesson plans, Grade level team planning, improved student performance on formative and math assessments.	6/4/2015 daily
G3.B3.S1.A1	Students in the lowest quartile on Math assessment will receive additional small group differentiated instruction through an in-school tutorial program.(retired certified teachers)	Laye, Linda	10/13/2014	Formative and math assessments,I-Ready progress monitoring data .	4/3/2015 weekly
G3.B1.S1.A1	Unwrap the mathematics standards to identify skills not addressed in the core curriculum. Plan differentiated instruction using evidence based instruction/intervention.	Comeaux, Leslie	8/25/2014	Formative assessments;item analysis of Harcourt Math assessments, Il-Ready assessment 3x a year;lesson plans, individual progress monitoring data	6/4/2015 weekly
G2.B4.S1.A1	Students will write daily. Instruction/ modeling provided on a weekly basis by the Writing Resource teacher for 3rd,4th and 5th grade students . Mentoring and coaching provided to 3rd,4th and 5th grade teachers.	Laye, Linda	8/25/2014	Student writing samples	6/4/2015 daily
G1.MA1	Improved student proficiency on FCAT Science Assessment	Laye, Linda	8/20/2014	Student progress on Performance Matters Science Assessment; 2015 FCAT Science data; End of Course exam for all grade levels.	6/4/2015 annually
G1.B1.S1.MA1	Early Release STEM days	Comeaux, Leslie	8/20/2014	Report of Team Leaders and classroom observation	6/4/2015 monthly
G1.B1.S1.MA1	Early Release STEM days	Comeaux, Leslie	8/20/2014	Grade level plans and classroom observation	6/4/2015 monthly
G1.B1.S2.MA1	Utilization of new Science series at all grade levels to ensure continuity of science instruction and mastery of grade level benchmarks. Instructional model of explicit instruction, modeled instruction, guided practice and independent practice is supported by the series. School Science lab open to all grade levels	Comeaux, Leslie	8/25/2014	Teacher Lesson plans; student grades; Performance Matters Science Assessment 3x a year for 5th grade students; classroom observation	6/4/2015 monthly
G1.B1.S2.MA1	Utilization of new Science series at all grade levels to ensure continuity of science instruction and mastery of grade level benchmarks. Instructional model of explicit instruction, modeled instruction, guided practice and independent practice is supported by	Comeaux, Leslie	8/25/2014	Teacher Lesson plans; student grades; Performance Matters Science Assessment 3x a year for 5th grade students; classroom observation	6/4/2015 monthly

Highlands - 0291 - Sun 'n Lake Elementary School - 2014-15 SIP
Sun 'n Lake Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	the series. School Science lab open to all grade levels				
G2.MA1	Florida Standards English Language Arts assessment data; I-Ready progress monitoring data.	Laye, Linda	8/20/2014	Improved student performance on reading assessments;I-ready progress monitoring data	6/4/2015 monthly
G2.B1.S1.MA1	Unwrapping the standards to identify skills not addressed in the core curriculum and implementing best practices for instruction.	Roth, LaNita	8/20/2014	Teacher Lesson plans; individual student folders; improved performance on reading assessments,I-Ready progress monitoring data .	6/4/2015 weekly
G2.B1.S1.MA1	Unwrapping the standards to identify skills not addressed in the core curriculum and implementing best practices for instruction.	Roth, LaNita	8/20/2014	Lesson plans; Student folder, observation, improved performance on reading assessments and I-Ready rogress monitoring data collected on students	6/4/2015 weekly
G2.B2.S1.MA1	Additional thirty minutes of reading instruction using Reading Street Strategic program for differentiated small group instruction; computer assisted instruction.	Roth, LaNita	8/25/2014	Improved student performance on formative and reading assessments. I-Ready progress monitoring data collect	6/4/2015 weekly
G2.B2.S1.MA1	Additional thirty minutes of reading instruction using Reading Street Strategic program for differentiated small group instruction; computer assisted instruction.	Roth, LaNita	8/25/2014	Improved student performance on formative and reading assessments. I=Ready progress monitoring data	6/4/2015 daily
G2.B3.S1.MA1	Students in the lowest quartile on Reading assessments will receive additional small group differentiated instruction through an in-school reading tutorial program.	Laye, Linda	10/20/2014	Performance on formative and reading assessments;I-Ready Progress monitoring data	4/3/2015 weekly
G2.B3.S1.MA1	Students in the lowest quartile on Reading assessments will receive additional small group differentiated instruction through an in-school reading tutorial program.	Laye, Linda	10/20/2014	Performance on formative and reading assessments; I-Ready Progress monitoring data	4/3/2015 weekly
G2.B4.S1.MA1	Students will write daily. Instruction/ modeling provided on a weekly basis by the Writing Resource teacher for 3rd,4th and 5th grade students . Mentoring and coaching provided to 3rd,4th and 5th grade teachers.	Laye, Linda	8/25/2014	Student writing samples	6/4/2015 monthly
G2.B4.S1.MA1	Students will write daily. Instruction/ modeling provided on a weekly basis by the Writing Resource teacher for 3rd,4th and 5th grade students . Mentoring and coaching provided to 3rd,4th and 5th grade teachers.	Laye, Linda	8/25/2014	Student writing samples	6/4/2015 weekly
G3.MA1	Proficiency levels on the 2015 FSA Math assessment .	Laye, Linda	8/20/2014	Student performance on math assessments	6/4/2015 monthly
G3.B1.S1.MA1	Unwrap the mathematics standards to identify skills not addressed in the core curriculum. Plan differentiated instruction using evidence based instruction/intervention.	Comeaux, Leslie	8/25/2014	I-Ready progress monitoring; improved performance on math assessments; progress monitoring data collected monthly, bi-monthly or weekly on students receiving Tier2 or Tier 3 services.	6/4/2015 monthly
G3.B1.S1.MA1	Unwrap the mathematics standards to identify skills not addressed in the core curriculum. Plan differentiated instruction using evidence based instruction/intervention.	Comeaux, Leslie	8/25/2014	Lesson plans;student folders,classroom observation, improved performance on math assessments and progress monitoring data collected on students.	6/4/2015 weekly
G3.B2.S1.MA1	An additional thirty minutes for math differentiated small group instruction to	Laye, Linda	8/25/2014	Improved student performance on formative and math assessments. I-Ready assessment - 3x a year.	6/4/2015 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	focus on needed skills and strategies; computer assisted instruction			Improvement on progress monitoring data collected.	
G3.B2.S1.MA1	An additional thirty minutes for math differentiated small group instruction to focus on needed skills and strategies; computer assisted instruction	Comeaux, Leslie	8/25/2014	Improved student performance on formative and math assessments. I-Ready assessment - 3x a year. Improvement on progress monitoring data collected	6/4/2015 daily
G3.B3.S1.MA1	Students in the lowest quartile on Math assessment will receive additional small group differentiated instruction through an in-school tutorial program.(retired certified teachers)	Laye, Linda	Performance on formative and math assessments, I-Ready progress monitoring data collected	one-time	
G3.B3.S1.MA1	Students in the lowest quartile on Math assessment will receive additional small group differentiated instruction through an in-school tutorial program.(retired certified teachers)	Laye, Linda	10/20/2014	Formative and math assessments, I-Ready progress monitoring data	4/3/2015 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.

G1. Fifty-five percent (55%) of fifth grade students will score a Level 3 or above on the FCAT Science assessment.

G1.B1 Limited student exposure to science curriculum. Continuity of science instruction at all grade levels.

G1.B1.S2 Utilization of core science curriculum in all grade levels. Continuity of science instruction at all grade levels targeting NGSS standards. School Science lab open to all grade levels

PD Opportunity 1

Utilization of Science series at all grade levels to ensure continuity of science instruction and mastery of grade level benchmarks. Instructional model of explicit instruction, modeled instruction, guided practice and independent practice is supported by the series. School Science lab open to all grade levels

Facilitator

STEM Coach, District Resource Teacher, Administration

Participants

All classroom teachers

Schedule

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

G2. Maintain 2014 FCAT proficiency rate on the 2015 Florida Statewide Assessment of English Language Arts.

G2.B1 Florida Standards Assessment in Reading is a new state assessment and baseline and proficiency levels have not yet been established.

G2.B1.S1 Unwrapping the standards to identify skills not addressed in the core curriculum and implementing best practices for instruction.

PD Opportunity 1

Unwrapping the standards to identify skills not addressed in the core curriculum and implementing best practices for instruction.

Facilitator

LCRT, District Resource Teacher, Administration

Participants

All classroom teachers who teach reading.

Schedule

Weekly, from 8/20/2014 to 6/4/2015

G2.B2 Students have skill deficits in one or more areas of reading. (PA, P, V, F, C.)

G2.B2.S1 Additional thirty minutes of reading instruction using Reading Street Strategic program for differentiated small group instruction; computer assisted instruction.

PD Opportunity 1

Additional thirty minutes of reading instruction using Reading Street Strategic program for differentiated small group instruction; computer assisted instruction.

Facilitator

Administration, LCRT, Team Leaders

Participants

All teacher who teach reading.

Schedule

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

G3. Maintain 2014 FCAT proficiency level on the 2015 Florida Standard Mathematics assessment..

G3.B1 Florida Standards Assessment in Mathematics is a new state assessment and baseline and proficiency levels have not yet been established.

G3.B1.S1 Unwrap the mathematics standards to identify skills not addressed in the core curriculum. Plan differentiated instruction using evidence based instruction/intervention.

PD Opportunity 1

Unwrap the mathematics standards to identify skills not addressed in the core curriculum. Plan differentiated instruction using evidence based instruction/intervention.

Facilitator

STEM Coach, District Resource Teacher, Administration

Participants

All Teachers who teach mathematics

Schedule

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

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: Fifty-five percent (55%) of fifth grade students will score a Level 3 or above on the FCAT Science assessment.	500
Goal 2: Maintain 2014 FCAT proficiency rate on the 2015 Florida Statewide Assessment of English Language Arts.	44,000
Goal 3: Maintain 2014 FCAT proficiency level on the 2015 Florida Standard Mathematics assessment..	21,000
Grand Total	65,500

Goal 1: Fifty-five percent (55%) of fifth grade students will score a Level 3 or above on the FCAT Science assessment.

Description	Source	Total
B1.S2.A1 - STEM coach will provide modeling in the classroom and in the science lab. Teachers will use strategies to implement science curriculum in classroom.	General Fund	500
Total Goal 1		500

Goal 2: Maintain 2014 FCAT proficiency rate on the 2015 Florida Statewide Assessment of English Language Arts.

Description	Source	Total
B1.S1.A1 - Teachers attend Kagan Structures workshop	Title I Part A	3,000
B2.S1.A1 - iReady training	Title I Part A	1,000
B3.S1.A1 - Tutoring program using retired degreed tutors	Title I Part A	20,000
B4.S1.A1 - Salary for part-time certified teacher	Other	20,000
Total Goal 2		44,000

Goal 3: Maintain 2014 FCAT proficiency level on the 2015 Florida Standard Mathematics assessment..

Description	Source	Total
B1.S1.A1 - Provide substitutes for teachers to attend PD	General Fund	1,000
B3.S1.A1 - Salaries for retired degreed teachers to tutor in Math	Title I Part A	20,000
Total Goal 3		21,000