Astatula Elementary School

2014-15 School Improvement Plan

Astatula Elementary School

13925 FLORIDA AVE, Astatula, FL 34705

http://lake.k12.fl.us/ael

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	No	62%

Alternative/ESE Center	Charter School	Minority
No	No	38%

School Grades History

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

School Board Approval

This plan is pending approval by the Lake 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	3	Ella Thompson

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Our Mission is to encourage creativity, personal pride and academic excellence. In a safe, caring environment, individuals will be challenged to become productive lifelong learners.

Provide the school's vision statement

Linking today to tomorrow.

School Environment

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

Teachers are encouraged to complete getting to know you activities with students in the beginning of the year. Students and teachers complete Thinking Maps describing themselves and post those for all to see.

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

We talk often about showing our Bobcat PRIDE-Personal Responsibility for Daily Effort and we have a Bobcat Pledge that we all recite together during the morning announcements. During arrival and dismissal we have many adults supervising and assisting students. Our faculty and staff is very visible and always on hand to support and help our students.

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

We take a positive approach and believe in the least amount of consequences to change the behavior that needs to be changed. We provide positive thoughts for the week, Morning Meetings provide character building time with all of our students and we have a Bully Proofing Character Development Program.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

We provide students with positive messages beginning with morning announcements. We promote positive behaviors and provide opportunities to recognize those behaviors. Counselors are available for students in times of distress and also have lunch groups for students that my be having family issues. Faculty and staff are encouraged to notify guidance and administration of students needing any kind of assistance.

Family and Community Involvement

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

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

*Provide written information for parents in English and Spanish as well as utilization of bilingual call out system
*Have interpreter available at all events to interpret for Spanish Speaking and DHH families.
*Continue to educate parents and teachers regarding available materials and services.
*Schedule events on a flexible schedule to meet the needs of working parents.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

School staff builds relationships with community organizations as well as local retail organizations in the community. Food for our homeless families is provided on a weekly basis, school supplies are donated throughout the year, clothing, eye glasses, and volunteer time are some of the resources we are able to obtain.

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
Frana, Joe	Principal
Burnsed, Caroline	Assistant Principal
Christianson, Jacalyn	Other
Kay, Marni	Instructional Coach
Marcinkus, Amy	Instructional Coach
Denis, Susan	Guidance Counselor

Duties

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

Each member of the leadership team work as needed to fulfill the responsibilities of the MTSS and SIP. They analyze the data of students to provide supplemental and/or targeted intervention supports to assist in closing gaps in order to increase mastery of grade level standards. In Tier 1, the process is aided by the problem solving model that uses school wide and class wide data to monitor the

success and difficulties of groups of students and provides for the development of academic and behavioral interventions for individuals, whole classes or school wide issues.

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 Leadership Team assists in the identification of students who are possible candidates for the MTSS/RtI process by analyzing data throughout the year. The MTSS/RtI Team meets with teachers who refer students for MTSS/RtI and assists them in developing and implementing and monitoring interventions based on specific student needs according to data. The MTSS/RtI team provides ongoing support during the MTSS/RtI process. Every 2nd and 4th Thursday of the month will be designated for MTSS/RtI meetings to ensure that need are addressed in a timely manner.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Joe Frana	Principal
Kristen Sears	Teacher
Cathy Childress	Teacher
Marni Kay	Teacher
Kellyann Goring	Teacher
Elizabeth Linan	Teacher
Reachal Roberts	Teacher
Lori Westphal	Teacher
Jason Cook	Parent
Billy Sperry	Parent
Kelly Stone	Parent
Velia Muruaga	Parent
Bonnie Hart	Parent
Misti McDonald	Parent
Brandy McDonald	Parent
Bud Hart	Parent
Jeremy Sperry	Parent
Randy Stiles	Business/Community
Matthew Hulbert	Parent
Jennifer Long	Parent
Tom Stone	Parent
Dorothy Mallona	Teacher
Wally Hoagland	Business/Community
	Student
Wally Hoagland	Business/Community
	Student
Emily Figueroa	Education Support Employee

Duties

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

Evaluation of last year's school improvement plan

The school prinicpal presented the goals and strategies to the SAC. He explained that these goals were
decided upon by studying academic data, including AMOs, discipline, attendance, and in reviewing MTSS and the number of at-risk students who are involved in the process. Areas of concern were discussed as well as areas of progress.
The SAC was asked for their input regarding the 2014-2015 SIP, asking for insight into problems they feel would be benificial to include in the plan.

Development of this school improvement plan

SAC assists in preparation and evaluation of the School Improvement Plan

Preparation of the school's annual budget and plan

The principal presents and explains the various componenets of the school's annual budget and plan. Input is requested from SAC and questions encouraged.

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

SAC did not spend any funds this past year.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
No

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

The school is actively recruiting more of our Hispanic parents to serve on the SAC this year. Will do call out and have our interpreters help us to communicate with those parents who do not speak English.
We are further researching the law to see if thre were other areas we were not in compliance with and will include these in our final draft.
****We welcome feedback here please.

Literacy Leadership Team (LLT)

Membership
Identify the name, email address and position title for each member of the school-based LLT.**:**

Name	Title
Kay, Marni	Instructional Coach
Marcinkus, Amy	Instructional Coach
Gebur, Denise	Teacher, K-12
Linan, Elizabeth	Teacher, K-12
Elliott, Dawn	Teacher, K-12
Gari, Theresa	Teacher, K-12
Kase, Carissa	Teacher, K-12
Burris, Cathy	Teacher, K-12
Westphal, Lori	Teacher, ESE
Salamon, Jean	Instructional Media
Burnsed, Caroline	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

Text complexity and Florida State Standards, comprehension strategies, implementation of intervention/enrichment groups (PAWS groups), and the school-wide AR program

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

The school's strategy for encouraging positive working relationships between teachers include but are not limited to:
*Grade Level Professional Learning Communities with a Flow Map walking the teachers through the PLC planning process step by step.
*Thinking Map training provided to encourage collaborative instruction across every grade level and curricullum.
*Common grade level planning.
*Grade level workshops/meetings to share instructional strategies, discuss problem solving skills and provide support services for teachers.
*Faculty meetings to address school wide issues and concerns which facilitate and develop positive working relationships.
*Weekly reflective reinforcement messages via staff email and faculty meetings describing positive observations noted during daily administrative visits to classrooms. These visits are meant to build staff confidence and support classroom and grade level initiatives.

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

TQR will continue attending district meetings to provide information and support for newer teachers
Literacy Coach and CRT will provide training to new teachers regarding all aspects of curriculum and assessment
Professional Learning Communities provide education and support for all teachers
Grade level meetings provide ongoing training, data analysis and support services for teachers

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

Participate in the Teacher Orientation Program, each new teacher is paired with a mentor who teaches in his/her grade level or area of expertise to provide ongoing support. Collaborative Planning and Peer Coaching are also utilized.

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

Astatula Elementary follows the Scope and Sequence and the Blueprints that the distrcit office has created and provides training regarding these documents. The core reading program is research based and adheres to the state of Florida curriculum guidelines, thus, ensuring that our core instructional programs and materials are aligned to the Florida Standards.

Instructional Strategies

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

The school disaggregates its data on an ongoing basis and uses this information to drive our curriculum and remediation. We meet each nine weeks to analyze data which guides our instructional

remediation groups and they may change due to progress or lack thereof.
MTSS creates an intervention plan for students based on data collected on each individual student. We frequently progress monitor and if an intervention is not working for a student it is modified or changed.
For example, AES uses the SIPPS program for reading intervention. Each nine weeks the intervention groups are changed (if needed) based on the data we collect through our progress monitoring.

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: 1,980

All students scoring level 1 and level 2 on FCAT Reading and/or Math will be invited to attend after school tutoring for 1.5 hours on Tuesdays and Thursdays.
Each student's data will be evaluated and based on that information a plan will be created for the student which will include interventions directly related to the students area(s) of concern. We are in the process of looking into Mentoring Minds for Reading for small group, Mobie Reading for a center, and leveled readers to be used in small group with the teacher for comprehension.
The remediation online component for Think Central, FASTT Math, Mobie Math and fluid small group instruction using Mentoring Math, which will target benchmarks in need of remediation, will be used for math tutoring.

Strategy Rationale

Strategy Rationale will be based on student data and areas of concern. The goal is to enhance student achievement.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Burnsed, Caroline, burnsedc@lake.k12.fl.us

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

Pre, Mid and Post tests will be given for both Reading and Math to progress monitor student progress and the effectiveness of the materials being used for remediation. FAIR and the district assessment that will be out in October will be tools to collect data and progress monitor.

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

Local Headstart programs are invited to bring their preschool students for an open house and tour of the campus.
Classes are offered in the spring by our literacy coach and curriculum resource teacher for parents

who have a child(ren) entering kindergarten in 2015.
Preschool is also offered at Astatala Elementary School.

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

N/A

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

Career presentations/assemblies by police, fire department, authors, Career Day, Transportation Day, JA in a Day.

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. To increase STEM activities throughout all grade levels as evidenced by STEM school criteria.

G2. The percentage of students scoring level 3 or higher will increase by 6% on FCAT Science.

G3. The percentage of students demonstrating proficiency will increase by 3% on FSA ELA.

G4. The percentage of students demonstrating proficiency will increase by 6% on FSA Math.

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. To increase STEM activities throughout all grade levels as evidenced by STEM school criteria. `1a`

`G039666`

Targets Supported `1b`

Indicator	Annual Target
FCAT 2.0 Science Proficiency	60.0

Resources Available to Support the Goal `2`

- *Hands on Science labs *DSC Kidz Science kits *AIMS activities *FCAT Explorer Science *Moby Max *Brain Pop *Thinking Maps

Targeted Barriers to Achieving the Goal `3`

- New Math Standards

Plan to Monitor Progress Toward G1. `8`

Walkthroughs
lesson plan checks
Math/Science progress monitoring data

Person Responsible

Joe Frana

Schedule

Weekly, from 9/9/2014 to 6/4/2015

Evidence of Completion

Math/Science progress monitoring data FCAT Science scores FSA Math Assessment scores STEM school portfolio Science Fair and STEM night

G2. The percentage of students scoring level 3 or higher will increase by 6% on FCAT Science. `1a`

G039668

Targets Supported `1b`

Indicator	Annual Target
FCAT 2.0 Science Proficiency	60.0

Resources Available to Support the Goal `2`

- *Hands on Science labs *DSC Kidz Science kits *AIMS activities *FCAT Explorer *Thinking Maps *LSCB Focus Calendar/Blueprints

Targeted Barriers to Achieving the Goal `3`

- Standards integration

Plan to Monitor Progress Toward G2. `8`

Mid Year progress monitoring data
FCAT data
Lesson plans
classroom walkthrough observations

Person Responsible

Joe Frana

Schedule

Weekly, from 9/9/2014 to 6/4/2015

Evidence of Completion

Mid Year progress monitoring data FCAT data Lesson plans classroom walkthrough observations

G3. The percentage of students demonstrating proficiency will increase by 3% on FSA ELA. `1a`

🔍 G039669

Targets Supported `1b`

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	70.0

Resources Available to Support the Goal `2`

- *Developmental Studies Center's (DSC) programs including, Making Meaning (comprehension), Making Meaning Vocabulary (Vocabulary), Being a Writer (Writing) and SIPPS (Systematic Instruction in Phonological Awareness, Sight Words and Phonics). *Moby Max *Literacy First Comprehension Kits *Read About *Thinking Maps *LCSB Blueprint Resources

Targeted Barriers to Achieving the Goal `3`

- DSC materials are new to some of our teachers.

Plan to Monitor Progress Toward G3. `8`

Mid Year Progress Monitoring data
Mid Year FAIR data
Lesson plans
classroom walkthrough observations

Person Responsible

Joe Frana

Schedule

Weekly, from 9/9/2014 to 6/4/2015

Evidence of Completion

Mid Year Progress Monitoring data Lesson plans classroom walkthrough observations PLC session agendas and collaboration

G4. The percentage of students demonstrating proficiency will increase by 6% on FSA Math. `1a`

🔍 G039670

Targets Supported `1b`

Indicator	Annual Target
FSA - Mathematics - Proficiency Rate	60.0

Resources Available to Support the Goal `2`

- Thinking Math Math blueprints Common Core Flip Book Common Core Bellringers Fast Math Thinking Maps LCSB Focus Calendar/Blueprints

Targeted Barriers to Achieving the Goal `3`

- Full implementation of the Florida Math Standards

Plan to Monitor Progress Toward G4. `8`

Mid Year progress monitoring data
FSA Math data
Lesson plans
classroom walkthrough observations

Person Responsible

Joe Frana

Schedule

Weekly, from 9/9/2014 to 6/4/2015

Evidence of Completion

Mid Year progress monitoring data FSA Math data Lesson plans classroom walkthrough observations

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. To increase STEM activities throughout all grade levels as evidenced by STEM school criteria. `1`

🔑 G039666

G1.B1 New Math Standards `2`

🔑 B095857

G1.B1.S1 STEM PLC Science Fair training Grade Level PLC's focused on purposeful planning Afternoon STEM club for grades 4-5 `4`

🔑 S107028

Strategy Rationale

The FL Standards are new to teachers and the support will provide time for collaboration and in depth analysis of standards.

Action Step 1 `5`

STEM PLC - analyze Science and Math data. Implement STEM problem based learning experiences.

Person Responsible

Joe Frana

Schedule

Weekly, from 9/9/2014 to 6/4/2015

Evidence of Completion

Math/Science Progress Monitoring FCAT Science scores FSA Math Assessment STEM school portfolio PLC Notes PLC agendas

Action Step 2 `5`

Grade level PLC's focused on purposeful planning

Person Responsible

Joe Frana

Schedule

Weekly, from 9/9/2014 to 6/4/2015

Evidence of Completion

Math/Science Progress Monitoring FCAT Science scores FSA Math Assessment PLC Notes PLC agendas

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

Walkthroughs
lesson plan checks
Math/Science progress monitoring data

Person Responsible

Joe Frana

Schedule

Weekly, from 9/9/2014 to 6/4/2015

Evidence of Completion

Math/Science progress monitoring data FCAT Science scores FSA Math Assessment STEM school portfolio Science Fair and STEM night

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

Walkthroughs
lesson plan checks
Math/Science progress monitoring data

Person Responsible

Joe Frana

Schedule

Weekly, from 9/9/2014 to 6/4/2015

Evidence of Completion

Math/Science progress monitoring data FCAT Science scores FSA Math Assessment STEM school portfolio Science Fair and STEM night

G2. The percentage of students scoring level 3 or higher will increase by 6% on FCAT Science. `1`

🔍 G039668

G2.B1 Standards integration `2`

🔍 B095859

G2.B1.S1 STEM PLC Science Fair training Grade Level PLC's `4`

🔍 S107030

Strategy Rationale

The FL Standards for ELA and Math are new to teachers and the support will provide time for collaboration and in depth analysis of standards and how to integrate Science into ELA and Math instruction.

Action Step 1 `5`

STEM PLC
Grade Level PLC's
Analyze Science progress monitoring data
Implement hands on labs and AIMS activities

Person Responsible

Joe Frana

Schedule

Weekly, from 9/9/2014 to 6/4/2015

Evidence of Completion

Analyze Science progress monitoring data FCAT scores PLC agendas PLC minutes

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

walk throughs
lesson plan checks
science benchmark data

Person Responsible

Joe Frana

Schedule

Weekly, from 9/9/2014 to 6/4/2015

Evidence of Completion

progress monitoring science scores FCAT scores TEAM scores

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

classroom walk throughs
progress monitoring data
FCAT data
TEAM scores
School grade

Person Responsible

Joe Frana

Schedule

Weekly, from 9/9/2014 to 6/4/2015

Evidence of Completion

progress monitoring data FCAT data TEAM scores School grade

G3. The percentage of students demonstrating proficiency will increase by 3% on FSA ELA. [1]

G039669

G3.B1 DSC materials are new to some of our teachers. [2]

B095860

G3.B1.S1 DSC professional development sessions. DSC coaching and modeling Grade Level PLC's focused on purposeful planning District Content Area Workshops C2 Cohort [4]

S107031

Strategy Rationale

The FL Standards are new to teachers and the support will provide time for collaboration and in depth analysis of standards.

Action Step 1 [5]

DSC professional development sessions
DSC PLC
DSC coaching and modeling

Person Responsible

Joe Frana

Schedule

Weekly, from 9/9/2014 to 6/4/2015

Evidence of Completion

Sign in sheets meeting notes PLC notes classroom observations

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

Classroom walkthroughs
Lesson Plan checks
TEAM evaluations

Person Responsible

Joe Frana

Schedule

Weekly, from 9/9/2014 to 6/4/2015

Evidence of Completion

Progress Monitoring data FAIR data SIPPS data

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

Progress Monitoring data
FAIR data
Lesson plans
classroom walkthrough observations

Person Responsible

Joe Frana

Schedule

Weekly, from 9/9/2014 to 6/4/2015

Evidence of Completion

Progress Monitoring data FAIR data TEAM scores School grade

G4. The percentage of students demonstrating proficiency will increase by 6% on FSA Math. [1]

G039670

G4.B1 Full implementation of the Florida Math Standards [2]

B095862

G4.B1.S1 *Thinking Math *STEM PLC *District Math Content Area workshops *Grade Level PLC's focused on purposeful planning *C2 Cohort [4]

S107033

Strategy Rationale

The FL Standards are new to teachers and the support will provide time for collaboration and in depth analysis of standards.

Action Step 1 [5]

*Thinking Math
*STEM PLC
*District Math Content Area workshops
*Grade Level PLC's focused on purposeful planning
*C2 Cohort

Person Responsible

Joe Frana

Schedule

Weekly, from 9/9/2014 to 6/4/2015

Evidence of Completion

FSA Math scores progress monitoring assessments lesson plans classroom walkthroughs unit assessments

Plan to Monitor Fidelity of Implementation of G4.B1.S1 [6]

Classroom walkthroughs
Lesson Plan checks
TEAM evaluations

Person Responsible

Joe Frana

Schedule

Weekly, from 9/9/2014 to 6/4/2015

Evidence of Completion

FSA Math data Classroom Walk throughs Lesson Plan checks progress monitoring data

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 `7`

Classroom walkthroughs
Lesson Plan checks
TEAM evaluations

Person Responsible

Joe Frana

Schedule

Weekly, from 9/9/2014 to 6/4/2015

Evidence of Completion

progress monitoring data FSA Math data TEAM scores School grade

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	STEM PLC - analyze Science and Math data. Implement STEM problem based learning experiences.	Frana, Joe	9/9/2014	Math/Science Progress Monitoring FCAT Science scores FSA Math Assessment STEM school portfolio PLC Notes PLC agendas	6/4/2015 weekly
G2.B1.S1.A1	STEM PLC Grade Level PLC's Analyze Science progress monitoring data Implement hands on labs and AIMS activities	Frana, Joe	9/9/2014	Analyze Science progress monitoring data FCAT scores PLC agendas PLC minutes	6/4/2015 weekly
G3.B1.S1.A1	DSC professional development sessions DSC PLC DSC coaching and modeling	Frana, Joe	9/9/2014	Sign in sheets meeting notes PLC notes classroom observations	6/4/2015 weekly
G4.B1.S1.A1	*Thinking Math *STEM PLC *District Math Content Area workshops *Grade Level PLC's focused on purposeful planning *C2 Cohort	Frana, Joe	9/9/2014	FSA Math scores progress monitoring assessments lesson plans classroom walkthroughs unit assessments	6/4/2015 weekly
G1.B1.S1.A2	Grade level PLC's focused on purposeful planning	Frana, Joe	9/9/2014	Math/Science Progress Monitoring FCAT Science scores FSA Math Assessment PLC Notes PLC agendas	6/4/2015 weekly
G1.MA1	Walkthroughs lesson plan checks Math/ Science progress monitoring data	Frana, Joe	9/9/2014	Math/Science progress monitoring data FCAT Science scores FSA Math Assessment scores STEM school portfolio Science Fair and STEM night	6/4/2015 weekly
G1.B1.S1.MA1	Walkthroughs lesson plan checks Math/ Science progress monitoring data	Frana, Joe	9/9/2014	Math/Science progress monitoring data FCAT Science scores FSA Math Assessment STEM school portfolio Science Fair and STEM night	6/4/2015 weekly
G1.B1.S1.MA1	Walkthroughs lesson plan checks Math/ Science progress monitoring data	Frana, Joe	9/9/2014	Math/Science progress monitoring data FCAT Science scores FSA Math Assessment STEM school portfolio Science Fair and STEM night	6/4/2015 weekly
G2.MA1	Mid Year progress monitoring data FCAT data Lesson plans classroom walkthrough observations	Frana, Joe	9/9/2014	Mid Year progress monitoring data FCAT data Lesson plans classroom walkthrough observations	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
G2.B1.S1.MA1	classroom walk throughs progress monitoring data FCAT data TEAM scores School grade	Frana, Joe	9/9/2014	progress monitoring data FCAT data TEAM scores School grade	6/4/2015 weekly
G2.B1.S1.MA1	walk throughs lesson plan checks science benchmark data	Frana, Joe	9/9/2014	progress monitoring science scores FCAT scores TEAM scores	6/4/2015 weekly
G3.MA1	Mid Year Progress Monitoring data Mid Year FAIR data Lesson plans classroom walkthrough observations	Frana, Joe	9/9/2014	Mid Year Progress Monitoring data Lesson plans classroom walkthrough observations PLC session agendas and collaboration	6/4/2015 weekly
G3.B1.S1.MA1	Progress Monitoring data FAIR data Lesson plans classroom walkthrough observations	Frana, Joe	9/9/2014	Progress Monitoring data FAIR data TEAM scores School grade	6/4/2015 weekly
G3.B1.S1.MA1	Classroom walkthroughs Lesson Plan checks TEAM evaluations	Frana, Joe	9/9/2014	Progress Monitoring data FAIR data SIPPS data	6/4/2015 weekly
G4.MA1	Mid Year progress monitoring data FSA Math data Lesson plans classroom walkthrough observations	Frana, Joe	9/9/2014	Mid Year progress monitoring data FSA Math data Lesson plans classroom walkthrough observations	6/4/2015 weekly
G4.B1.S1.MA1	Classroom walkthroughs Lesson Plan checks TEAM evaluations	Frana, Joe	9/9/2014	progress monitoring data FSA Math data TEAM scores School grade	6/4/2015 weekly
G4.B1.S1.MA1	Classroom walkthroughs Lesson Plan checks TEAM evaluations	Frana, Joe	9/9/2014	FSA Math data Classroom Walk throughs Lesson Plan checks progress monitoring data	6/4/2015 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 Opportuntities

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

G1. To increase STEM activities throughout all grade levels as evidenced by STEM school criteria.

G1.B1 New Math Standards

G1.B1.S1 STEM PLC Science Fair training Grade Level PLC's focused on purposeful planning Afternoon STEM club for grades 4-5

PD Opportunity 1

STEM PLC - analyze Science and Math data. Implement STEM problem based learning experiences.

Facilitator

Amy Marcinkus

Participants

Grade level representatives K-5

Schedule

Weekly, from 9/9/2014 to 6/4/2015

G2. The percentage of students scoring level 3 or higher will increase by 6% on FCAT Science.

G2.B1 Standards integration

G2.B1.S1 STEM PLC Science Fair training Grade Level PLC's

PD Opportunity 1

STEM PLC Grade Level PLC's Analyze Science progress monitoring data Implement hands on labs and AIMS activities

Facilitator

Amy Marcinkus

Participants

K-5 teachers

Schedule

Weekly, from 9/9/2014 to 6/4/2015

G3. The percentage of students demonstrating proficiency will increase by 3% on FSA ELA.

G3.B1 DSC materials are new to some of our teachers.

G3.B1.S1 DSC professional development sessions. DSC coaching and modeling Grade Level PLC's focused on purposeful planning District Content Area Workshops C2 Cohort

PD Opportunity 1

DSC professional development sessions DSC PLC DSC coaching and modeling

Facilitator

Leadership Team

Participants

K-5 teachers

Schedule

Weekly, from 9/9/2014 to 6/4/2015

G4. The percentage of students demonstrating proficiency will increase by 6% on FSA Math.

G4.B1 Full implementation of the Florida Math Standards

G4.B1.S1 *Thinking Math *STEM PLC *District Math Content Area workshops *Grade Level PLC's focused on purposeful planning *C2 Cohort

PD Opportunity 1

*Thinking Math *STEM PLC *District Math Content Area workshops *Grade Level PLC's focused on purposeful planning *C2 Cohort

Facilitator

Leadership Team

Participants

K-5 teachers

Schedule

Weekly, from 9/9/2014 to 6/4/2015