Skyline Elementary School

2014-15 School Improvement Plan

Skyline Elementary School

620 SW 19TH ST, Cape Coral, FL 33991

http://sky.leeschools.net/

School Demographics

School Type	**Title I**	**Free/Reduced Price Lunch**
Elementary	No	74%

Alternative/ESE Center	**Charter School**	**Minority**
No	No	44%

School Grades History

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

School Board Approval

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Today's Learners
Tomorrow's Leaders

Provide the school's vision statement

We will inspire each other to be leaders with our awesome attitudes and exceptional behavior.

School Environment

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

Skyline Elementary offers many opportunities to learn about students' cultures and for building relationships between teachers and students. This includes a variety of opportunities for school community to learn about each other. Skyline began this school year getting to know parents and children through our annual Open House, held over multiple evenings to meet the needs of our families. Skyline offers student clubs, monthly PTO and Dads' Club meetings, quarterly Renaissance celebrations, and monthly parent luncheons. A new opportunity for building relationships this school year, includes our 8 Habits parent breakfast. This will familiarize our parents with Steven Covey's 8 Habits of Highly Effective People and how our school has adopted these principles. Skylines believes that these opportunities with help to foster family relationships and embrace different cultures.

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

Skyline Elementary creates an environment where students feel safe and respected before, during and after school. Skyline starts and ends everyday with student safety patrols in hallways, parent drop-off/pick-up, and the bus ramp. School personnel are also monitoring these areas to ensure student safety. Skyline's campus is monitored with video surveillance to ensure the safety of students, staff, and visitors. A school-wide safety plan is in place in case of emergency. The plan covers a variety of emergency situations and is on file with local first responders. All students participate in a bully prevention lesson with the school counselor each year. This lesson brings an awareness and trains students to how to handle bully situations. Skyline also offers students small group counseling with the school counselor, a mentoring program, Puppy Pals for reading support, and adult volunteers that support students and teachers. The school-wide initiative of the 8 Habits empowers students to feel safe and respected at school and in their community.

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

Skyline is a PBS school and uses the Love and Logic program as a school-wide behavioral system. Specific team member are trained in these areas to assist new teachers and all staff to ensure these programs are used with fidelity. Many teachers also currently use Class Dojo that allows for real-time feedback regarding specific student behaviors and engagement in the classroom. Parents can monitor their child's behavior through this online system. It is a classroom expectation that rules and

consequences are clearly posted and parents are made aware of these. During preschool training, administration reviewed procedures and protocols for disciplinary incidents. This includes Skyline's protocols for reporting a student's behavior based on a leveled system to administration.

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

Skyline Elementary creates an environment that ensures the socials-emotional needs of all students are met. Skyline students begin each day with a morning television program that includes the principal sharing a short reading from a collection of words of wisdom based on a character education program. All students participate in a bully prevention lesson with the school counselor each year. This lesson brings an awareness and trains students to how to handle bully situations. Skyline also offers students small group counseling with the school counselor, a mentoring program, Puppy Pals for reading support, and adult volunteers that support students and teachers. The school-wide initiative of the 8 Habits empowers students to feel safe and respected at school and in their community. Skyline partners with Cape Christian Fellowship to hold quarterly non-faith based character education programs for all 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

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

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

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

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

Increase the number of parents on our PTO and Dad's Club from 7 members during the 2014-2015 school year to 20 members.

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

Skyline maintains partnership with Cape Christian Fellowship to support our school and student achievement. This is accomplished through our mentoring program, character education program, and financial donations based on school needs. This partnership is sustained because of the open communication with both parties. Staff members reach out and attend functions held at Cape Christian Fellowship and member of the fellowship are active volunteers and mentors at Skyline. Cape Christian Fellowship hosts a annual holiday program for our neediest families to help support them during the holiday season. Skyline has also built a relationship with the Sandoval community in Cape Coral. Residences of this community mentor Skyline students and volunteer in classrooms. Yearly events such as Read Across America Day and Leadership Day allows us to include community members to spend time at our school to support student achievement.

Effective Leadership

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

School Leadership Team

Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Vilardi, Charles	Principal
Cann, Chris	Assistant Principal
Fenske, Renee	Instructional Media
Nelson, Mendy	Instructional Coach
Afflerbach, Nancy	Guidance Counselor
Taveras, Jhonathan	Instructional Technology

Duties

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

The MTSS Leadership team at Skyline meets on a as needed basis to analyze school and/or student progress data in order to monitor the progress of students receiving interventions and to identify students in need of
more support. The team uses the five-step problem solving process as outlined in the district's MTSS Manual.
The roles of each member are as follows:
Choose appropriate members and roles below; and add any additional roles/responsibilities each may have.
Classroom Teacher
• Keep ongoing progress monitoring notes in a MTSS folder (curriculum assessments, FCAT scores,

Florida standardized assessments 2015, work samples, anecdotals) to be filed in cumulative folder at the end of each school year or if transferring/withdrawing
• Attend MTSS Team meetings to collaborate on & monitor students who are struggling
• Implement interventions designed by MTSS Team for students in Tier 2 & 3
• Deliver instructional interventions with fidelity
Reading or Math Coach/Specialist
• Attend MTSS Team meetings
• Train teachers in interventions, progress monitoring, differentiated instruction
• Implement Tier 2 & 3 interventions
• Keep progress monitoring notes & anecdotals of interventions implemented
• Administer screenings
• Collect school-wide data for team to use in determining at-risk students
Speech-Language Pathologist
• Attend MTSS Team meetings for some Tier 2 & Tier 3 students
• Completes Communication Skills screening for students unsuccessful with Tier 2 interventions
• Assist with Tier 2 & 3 interventions through collaboration, training, and/or direct student contact
• Incorporate MTSS data when guiding a possible Speech/Language referral & when making eligibility decisions
Principal/Assistant Principal
• Facilitate implementation of MTSS in your building
• Provide or coordinate valuable and continuous professional development
• Assign paraprofessionals to support MTSS implementation when possible
• Attend MTSS Team meetings to be active in the MTSS change process
• Conduct classroom Walk-Throughs to monitor fidelity
Guidance Counselor/Curriculum Specialist
• Often MTSS Team facilitators
• Schedule and attend MTSS Team meetings
• Maintain log of all students involved in the MTSS process
• Send parent invites
• Complete necessary MTSS forms
• Conduct social-developmental history interviews when requested
School Psychologist
• Attend MTSS Team meetings on some students in Tier 2 & on all students in Tier 3
• Monitor data collection process for fidelity
• Review & interpret progress monitoring data
• Collaborate with MTSS Team on effective instruction & specific interventions
• Incorporate MTSS data when guiding a possible ESE referral & when making eligibility decisions
ESE Teacher/Staffing Specialist
• Consult with MTSS Team regarding Tier 3 interventions
• Incorporate MTSS data when making eligibility decisions
Specialist (Behavior, OT, PT, ASD)
• Consult with MTSS Team
• Provide staff trainings
Social Worker
• Attend MTSS Team meetings when requested
• Conduct social-developmental history interviews and share with MTSS Team
ESOL/ELL Representative
• Attend all MTSS Team meetings for identified ELL students, advising and completing LEP paperwork
• Conduct language screenings and assessments
Provide ELL interventions at all tiers

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The MTSS Leadership Team assists with the analysis of school, classroom, and student level data in order to identify areas for school improvement. Additionally, the team assists with the evaluation of the student response to current interventions, curricula, and school systems.
Our Title II funds will be utilized to train teachers in Kagan when the funds become available.
SAI funding is used to hire a Full-Time Reading Specialist to coach our teachers and work with students. We also use SAI funds to Hire a Full-Time Science Teacher for K-5 students. SAI funds will also be used to purchase science materials school wide.
We do have one headstart Unit with 18 children included on our campus.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Renee Fenske	Teacher
Lorry Setaro	Education Support Employee
Chuck Vilardi	Principal
Chris Cann	Principal
Melinda Nelson	Teacher
Tonia Petro	Teacher
Gail Lewis	Teacher
John Petrocy	Teacher
Jen Brockway	Education Support Employee
Monica Furlan	Parent
Margaret Christian	Parent
Margaret Blessing	Parent
Jen Robinett	Parent
Melissa Vicens	Parent
Luis Nieves	Parent
Alexis Thomas	Parent
Leslee Salyers	Business/Community
Carlos Leon	Business/Community
Alexander Fenske	Business/Community
Cape Christian, Pastor Dennis Gingerich	Business/Community

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 evaluation of last year's school improvement plan will take place at this year's first SAC meeting in September. This is due to the fact that test scores were made available after our last scheduled SAC meeting for the 2013-2014 school year.

Development of this school improvement plan

The SAC chair, administration and members of SAC worked together to complete the School Improvement Plan. The SAC chair conferenced with the district's school development coordinator regarding Skyline's SIP.

Preparation of the school's annual budget and plan

The budget was reviewed and discussed at the end of the year SAC meeting for the 2013-2014 school year. Mr. Vilardi shared information on the school's annual budget that included additions to the teaching and support staff.

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

No funds have been allocated.

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

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

Measures being taken to comply.

Literacy Leadership Team (LLT)

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

Name	Title
Vilardi, Charles	Principal
Cann, Chris	Assistant Principal
Beemer, Zachary	Teacher, K-12
Boss, Christine	Teacher, K-12
Dalesandro, Jaime	Teacher, K-12
Law, Michelle	Teacher, K-12
McCarthy, Colleen	Teacher, K-12
Meyer, Kim	Teacher, K-12
Nelson, Mendy	Instructional Coach
Fenske, Renee	Instructional Media
Petrocy, John	Teacher, K-12
Tolson, Scott	Teacher, K-12
Vicens, Melissa	Teacher, K-12
Wilke, Matt	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

Florida Standards are fully implemented in grades K-5 following the district's academic plans. All teachers received additional training in the Backwards Design Model which aligns with district's academic plans. In addition, Skyline's schedule allows for common reading block utilizing all staff and support personnel and additional 30 minutes is provided for students needing additional academic support. Skyline has a school-wide Accelerated Reader Program that is designed to promote literacy.

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

Skyline teachers have common grade level planning time each day. Grade levels utilize the district's academic plans to guide their instructional planning. During this planning time, PLCs are often held with the focus of the Critical Questions of Learning. They are: What it is we expect our students to learn?, How will we know when they have learned it?, How will we respond when they don't learn?, and How will we respond when they already know it?.

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

Faculty will partipate in professional developement to
meet district, state and federal requirements in regards to
certification renewal.
Regular meetings of new teachers with Assistant Principal
Partnering new teachers or teachers with less than 3
years experience with veteran staff

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

Weekly meetings, feedback, shared planning
Rationale: new to school and/or common curriculum

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

Skyline's teachers meet the state's requirements of the Florida Standards by aligning their instruction with the district's academic plans and using the state adopted and district selected curricula.

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

Skyline teachers have common grade level planning time each day to collect and analyze data. During these planning times, PLCs are often held with the focus of student achievement, using the Critical Questions of Learning. They are: What it is we expect our students to learn?, How will we know when they have learned it?, How will we respond when they don't learn?, and How will we respond when they already know it?. The answers to these questions help teachers modify or supplement instruction to assist students having difficulty attaining the proficient or advanced level on state assessments.

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: 360

Students participating in the after-school program with be tutored in core academic subjects and some will be exposed to enrichment activities.

Strategy Rationale

Student who attend the after-school tutoring program where selected based on teacher recommendation and test scores. Additional time and practice in a small group setting will allow each student to focus on specific and individualized areas of need.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Cann, Chris, christopherc@leeschools.net

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

Data will be collected weekly and analyzed to drive future instruction.

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

Activities with Early Childhood include one blended VPK/Title I classroom for four-year olds. This is a voluntary program that identifies high-risk students to receive a full year of educational opportunities. The benefits
for students include readiness for Kindergarten and focusing on building literacy for early reading skills. The expected outcome is for the four-year old who participates in the programs to be able to perform at the
readiness level in all areas of the kindergarten readiness screening. Periodic district level meetings with
managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

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.   Student achievement gains will increase school-wide by focusing on teaching and learning using the Florida Standards for reading, math, and social studies and the NGSSS for science.

Strategic Goals Detail

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

G1. Student achievement gains will increase school-wide by focusing on teaching and learning using the Florida Standards for reading, math, and social studies and the NGSSS for science. `1a`

🔍 G040265

Targets Supported `1b`

Indicator	Annual Target
ELA/Reading Gains	70.0
AMO Reading - All Students	70.0
ELA/Reading Lowest 25% Gains	75.0
FAA Reading Proficiency	53.0
CELLA Listening/Speaking Proficiency	47.0
CELLA Reading Proficiency	33.0
CELLA Writing Proficiency	28.0
AMO Math - All Students	68.0
Math Gains	78.0
Math Lowest 25% Gains	80.0
FCAT 2.0 Science Proficiency	64.0

Resources Available to Support the Goal `2`

- 100% Highly Qualified Teachers

- Florida Standards Based Curriculum

- Technology that supports the Florida Standards

- ESOL Paras

- MTSS Team

- Administration

- Parents

- PTO/ Dad's Club

- "A" additional reading help in 4th and 5th grades

- Volunteers

- Mentors

- Community Resources such as Cape Christian Church

- District Personnel

- Data Meetings

- School Lighthouse Team

- Grade Level Chairs

- Professional Development at both district and School Level

- School Leadership Team

- PLCs

- After school tutoring for reading and math for targeted students

Targeted Barriers to Achieving the Goal 3

- Backwards Design planning new to all teachers

Plan to Monitor Progress Toward G1. 8

Backwards Design implementation through PLC meetings held by grade level teams

Person Responsible
Charles Vilardi

Schedule
Weekly, from 8/27/2014 to 5/29/2015

Evidence of Completion
Lesson Plans Data Analysis Protocol Form Formative Assessments Summative 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. Student achievement gains will increase school-wide by focusing on teaching and learning using the Florida Standards for reading, math, and social studies and the NGSSS for science. 1

🔍 G040265

G1.B1 Backwards Design planning new to all teachers 2

🔍 B097407

G1.B1.S1 1. Grade Level data analysis meetings through PLC's with a focus on best practices. 4

🔍 S108631

Strategy Rationale

We do this because grade levels meet weekly during their common planning time to apply Backwards Design to the academic plans.

Action Step 1 5

We meet to discuss grade level teams' current data and how to plan for instruction for skills that are still lacking.

Person Responsible

Charles Vilardi

Schedule

Weekly, from 8/27/2014 to 5/27/2015

Evidence of Completion

Lesson Plans Compass Performance Matters Renaissance Place Weekly Tests Academic Plans

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

Backwards Design implementation through PLC meetings held by grade level teams.

Person Responsible

Charles Vilardi

Schedule

Weekly, from 8/27/2014 to 5/29/2015

Evidence of Completion

Grade Level Chairs will complete the data analysis protocol form and share this with administration.

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

Backwards Design implementation through PLC meetings held by grade level teams

Person Responsible

Charles Vilardi

Schedule

Weekly, from 8/27/2014 to 5/29/2015

Evidence of Completion

Lesson Plans Data Analysis Protocol Form Formative Assessments Summative Assessments

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	We meet to discuss grade level teams' current data and how to plan for instruction for skills that are still lacking.	Vilardi, Charles	8/27/2014	Lesson Plans Compass Performance Matters Renaissance Place Weekly Tests Academic Plans	5/27/2015 weekly
G1.MA1	Backwards Design implementation through PLC meetings held by grade level teams	Vilardi, Charles	8/27/2014	Lesson Plans Data Analysis Protocol Form Formative Assessments Summative Assessments	5/29/2015 weekly
G1.B1.S1.MA1	Backwards Design implementation through PLC meetings held by grade level teams	Vilardi, Charles	8/27/2014	Lesson Plans Data Analysis Protocol Form Formative Assessments Summative Assessments	5/29/2015 weekly
G1.B1.S1.MA1	Backwards Design implementation through PLC meetings held by grade level teams.	Vilardi, Charles	8/27/2014	Grade Level Chairs will complete the data analysis protocol form and share this with administration.	5/29/2015 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 Opportunties

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

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: Student achievement gains will increase school-wide by focusing on teaching and learning using the Florida Standards for reading, math, and social studies and the NGSSS for science.	4,000
Grand Total	**4,000**

Goal 1: Student achievement gains will increase school-wide by focusing on teaching and learning using the Florida Standards for reading, math, and social studies and the NGSSS for science.		
Description	**Source**	**Total**
B1.S1.A1		0
B1.S5.A8 - Afterschool Fee Based Program	Other	4,000
Total Goal 1		**4,000**