

Sabal Palm Elementary School

2813 RIDGEWAY ST, Tallahassee, FL 32310

[no web address on file]

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
76%

Alternative/ESE Center
No

Charter School
No

Minority
93%

School Grades History

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

School Board Approval

This plan was approved by the Leon County School Board on 11/18/2014.

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
Focus	1	Melissa Ramsey
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Sabal Palm Elementary School is to provide learning opportunities that meet the unique needs of our students in a safe, nurturing environment and produce responsible citizens who respect all people. The teachers and staff at Sabal Palm Elementary School envision a school that is a community of stakeholders who are: Building relationships, Offering quality learning experiences, Nurturing the whole child, and Demonstrating a personal commitment to academic success. Sabal Palm Elementary School embodies its purpose, vision and mission by building strong parental partnerships; maintaining communication with all stakeholders; and continuously raising expectations for students, teachers and staff. The driving force of all decision-making at Sabal Palm Elementary School is based on student success. All of the ancillary content revolves around the school's most important resource: Students. With our strategically data-driven curriculum coupled with elevated expectations for our learners, the entire school community believes that Sabal Palm Elementary School will soar to higher heights.

Provide the school's vision statement

The vision of Sabal Palm Elementary School is to prepare students to become responsible, respectful independent learners who are equipped with critical thinking skills that are necessary to complete in our local and global society.

School Environment

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

Sabal Palm Elementary School will infuse the content required by Florida Statute 100.42 (2) and School Board Policy 2210, as applicable to appropriate grade levels, including but not limited to:

- History of Holocaust
- History of Africans and African American
- Energy Conservation
- Women's History
- Sacrifices of Veterans

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

Sabal palm Elementary provides professional development on social-emotional learning and works to create positive, caring relationships within the school community. Sabal Palm elementary create methods where characteristics of safety and respect can be addressed, monitored and improvement in those areas can be created, discussed and supported.

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

Ensure teachers are trained in classroom management expectations and strategies. Differentiation of instruction takes place to meet the needs of all students. Teachers convey

expectations for each learning activity.
 Student conferencing occurs with each students weekly that includes students feedback both behaviorally and academically.
 School wide academic and behavioral recognition is in place.

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

Operational school based team meets weekly to discuss student barriers with academic and social success.
 Mentors are assigned to students with identified concerns.
 Instructional and extracurricular activities are provided that address social/emotional needs of students.
 Students are connected with agencies (Turn About, etc)
 Engage with identified staff members to provide a differentiated delivery of services based on school and student need (intervention team)

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

Utilize data systems to identify students who have attendance, behavioral or academic concerns.
 Create data decision rules of the number of absences or OCC before referral is generated.

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

Reading Pal with United Way, Corrective Reading, Reading Mastery, early Interventions in Reading, SM7 reading, SM& Math, Achieve 300, FASTT Math, AimsWeb, read Naturally
 Planned discussions, goal setting for the identified student.
 Notification of procedures for parents and community outreach.
 Develop and implement a comprehensive student action plan for remediation for the student.
 Create evidence-based interventions to close the student gaps related to the Early Warning System.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

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

Description

The results from the previous school year's survey yielded barriers that inhibited parental involvement stemming from transportation and childcare obstacles. There was also a need to focus on curriculum based parental skills, technology and the skills necessary for student promotion and promotion requirements.

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

Sabal Palm increased programs that are community based and brought those extracurriculum programs to the school level. By bringing in community based programs and activities, it helps meet the needs and interests of the families and community members associated with the school. Surveying students and parents also allow of program selection.

Soliciting feedback from parents regarding their comfort level in contacting teachers and administrators with questions, problems or concerns.

During open house, orientation dates, curriculum night to ensure non-threatening methods of introducing parents to teachers and administrators.

Communicate classroom and school news to parents via newsletters, Isitserv, website and radio station. Positive notes and phone calls home.

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
King, Ray	Principal
Robinson, Anicia	Assistant Principal

Duties

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

All members of the Leadership Team assist in the development of the SIP. In addition, the team reviews student data and teacher feedback when establishing goals for the school.

Review school policies and procedures with faculty and staff members through contract and

handbook.

Review evaluation procedures with faculty and staff members.

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 will focus meetings around one question: How do we develop and maintain a problem-solving system to bring out the best in our schools, our teachers, and in our students? The team meets bi-weekly to engage in the following activities: Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks.

Monthly meetings ensure collaboration and coordination between district offices: Title I A & D, title III ESOL, and Title IV A & B and Safety and Drug Free Schools, Title V, Title X Homeless, ESE, Curriculum Support, Testing Research, and Evaluation, Title VI and School Improvement Department, Finance Office, Personnel, Facility Office and Superintendent. This coordination of efforts between district departments and a focus on increasing student academic achievement eliminates duplication of training.

The Title I Academic Coordinator and Title I/Title II Developers facilitate and coordinator district office and individual school's staff development plans to ensure that each school's unique needs are met. Staff development needs are determined through a variety of methods which include but are not limited to teacher input, administrator input, formative assessments, and state assessment data.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Maria Lucas	Teacher
Jenny Robertson	Education Support Employee
Anicia Robinson	Principal
Ray King	Principal
Reginald Hollis	Parent
Kamille Thomas	Parent
Valerie Hargrett	Education Support Employee
Angeleen Harry	Teacher
Leslie Moore	Teacher
Regina Hollis	Parent
	Student

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 aided in the determination of activities that will benefit the students and increase more parental involvement in school functions.

Development of this school improvement plan

The School Advisory Council goal is to assist in the annual preparation of the school improvement plan which addresses funding, training, instructional materials, technology, staffing support services, and also approval of all school improvement fund expenditures.

Preparation of the school's annual budget and plan

School looked at the needs of the students and teachers to successfully implement all areas of the SIP with increase focus on math remediation.

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

There were no SIP funds distributed by the State for the 2013-2014 school year.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

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

Literacy Leadership Team (LLT)

Membership

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

Name	Title
King, Ray	Principal
Robinson, Anicia	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

Implementation of intervention programs. Monitoring and assessment of effectiveness of reading intervention based on the individual student needs. Implementation of parent involvement activities that is centered around increasing literacy with families. Increased awareness, monitoring and implementation of accelerated reading program.

This group of professionals is comprised of leaders in literacy. This team may include a literacy leader from each grade level, a reading coach, intervention team members, ESOL representative, ESE representative and administrators. The team used data to establish the literacy goals for the school year and develops a plan of action meeting bi-weekly to assess progress towards the goals. The team promotes and supports literacy in a variety of ways: through the 2014-2015 Superintendent's Million Book Challenge, literacy events held at the school, summer literacy plans, and an increased focus on circulation through the school media center.

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

One venue for encouraging positive working relationships with teachers is participation in team meetings. The master schedule has been designed to provide consistent time for teachers to meet by common content and grade level. Researched based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decision made through collaboration with administrative support

.Bi-Weekly team meetings and collegial conversations.

Across grade level planning each week.

Interdisciplinary planning weekly with team members.

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

1. School based Leadership Team will interview highly qualified applicants.
2. Utilize the District's Human Resource department to provide advice on all hiring and placement procedures..
3. New teachers are assigned mentors to ease transition into classroom instruction.
4. Weekly team meetings are schedule and mandatory to help with grade level planning and instruction.
5. Classroom walkthroughs and observations are conducted to evaluate the progress on all teachers.
6. Professional development is provided based upon walkthroughs and evaluations.
7. Establish and maintain relationships with colleges and officials in the field of education to promote the District.

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

All first year teachers are participating in the Beginning Teacher Program (BTP) The BTP is Leon County's formal program of support for newly hired educators' Systems of support include a mentor support team, staff development opportunities, observations, conference and written and oral feedback. The BTP, the program of support and induction for the first year teachers, is designed to elicit evidence that a beginning teacher has demonstrated teaching competencies that promote student learning. The BTP helps ensure that all beginning teachers have opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong and professional growth.

Beginning teachers are paired, if possible, with a grade level mentor to assist with planning and curriculum support.

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 school creates ongoing opportunities for teachers to unpack the Florida Standard and to plan and discuss reading and writing curriculum that aligns to the standards. This is used to help support a deeper level of comprehension. These conversations and leaning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth instructional practice, curriculum and the standards.

District and state adopted materials used to instruct and assess students based upon the new Florida Standards and Next Generation Sunshine State Standards. Bi-Weekly monitoring of teacher lesson plans and online grade book.

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

Nationally aligned screening programs and assessments are used to determine students reading levels and grade level appropriate success. Reading interventions are used to remediate students that are below grade level according to national norms. Bi-weekly data is collected to ensure effectiveness of reading intervention program.

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: 8,100

Reading interventions will be provided to students that need further instruction in reading core programs. Reading enrichment will be provided to all students in grade K-5 in addition to the core reading curriculum.

Strategy Rationale

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

King, Ray, kingr@leonschools.net

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

Data is collected through core reading curriculum and reading intervention/enrichments. Data is collected through inform Ed online data collection software.

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

All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels, content areas, and feeder schools. Staff members implement a formal process that promotes productive discussions about student learning. School personnel can clearly link collaboration to improvement results in instructional practices and student performance.

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

N/A

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

N/A

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

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** As we begin a more complete state measure of Science, our school goal is to have at least 50% of our students proficient in this area on the 2015 Science FCAT.
- G2.** As we begin a more complex state measure of Mathematics, our school goal is to have at least 50% of our student proficient in this area on the 2015 FSA.
- G3.** As we begin a more complex state measure of English/Language Arts, our school goal is to have be within 10%(+/-) of our previous rate as measure by the 2014 FCAT Scores.

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. As we begin a more complete state measure of Science, our school goal is to have at least 50% of our students proficient in this area on the 2015 Science FCAT. 1a

G046474

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	50.0

Resources Available to Support the Goal 2

- Science Fusion Curriculum

Targeted Barriers to Achieving the Goal 3

- Instructional Strategies
- Content Knowledge

Plan to Monitor Progress Toward G1. 8

student assessment data

Person Responsible

Ray King

Schedule

Biweekly, from 8/25/2014 to 6/1/2015

Evidence of Completion

Thinkcentral data, lesson plans, student assessments.

G2. As we begin a more complex state measure of Mathematics, our school goal is to have at least 50% of our student proficient in this area on the 2015 FSA. 1a

G046462

Targets Supported 1b

Indicator	Annual Target
Math Gains	50.0

Resources Available to Support the Goal 2

- Saxon Math Curriculum, FASTT Math, SM7 Math, AimsWeb Math

Targeted Barriers to Achieving the Goal 3

- Instructional Strategies
- Scheduling
- Teachers' Knowledge
- Student Motivation

Plan to Monitor Progress Toward G2. 8

Data collected will be through the SM7 math program, FASTT Math, AimsWeb Math, and math curriculum assessments.

Person Responsible

Ray King

Schedule

Biweekly, from 8/25/2014 to 6/1/2015

Evidence of Completion

G3. As we begin a more complex state measure of English/Language Arts, our school goal is to have be within 10%(+/-) of our previous rate as measure by the 2014 FCAT Scores. 1a

G046442

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	61.0

Resources Available to Support the Goal 2

- Core Reading Curriculum Wonders, Reading Intervention materials (RMK, EIR, Corrective, Read naturally) Accelerate Reader, STAR, SM7 reading

Targeted Barriers to Achieving the Goal 3

- Instructional Strategies
- Scheduling
- Teachers Knowledge and Skills
- Parental Involvement
- Student Motivation

Plan to Monitor Progress Toward G3. 8

Student assessments

Person Responsible

Anicia Robinson

Schedule

Biweekly, from 8/4/2014 to 6/1/2015

Evidence of Completion

Student Progress on core reading assessments, year's growth on STAR, SM7, Accelerated Reader ZPD Gains

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. As we begin a more complete state measure of Science, our school goal is to have at least 50% of our students proficient in this area on the 2015 Science FCAT. **1**

 G046474

G1.B1 Instructional Strategies **2**

 B115177

G1.B1.S1 Provide instruction to students to gain an understanding of content and associated vocabulary. **4**

 S126723

Strategy Rationale

To gain an understanding of the material presented.

Action Step 1 **5**

Teacher will be provided with assistance with planning and implementation with curriculum.

Person Responsible

Ray King

Schedule

Biweekly, from 8/25/2014 to 6/1/2015

Evidence of Completion

lesson plans and observations

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

Teachers will be monitored with lesson plans and observations

Person Responsible

Anicia Robinson

Schedule

Biweekly, from 8/25/2014 to 6/1/2015

Evidence of Completion

Lesson planning, collegial conversations

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

Lesson planning, collegial conversations, across grade level planning

Person Responsible

Anicia Robinson

Schedule

Weekly, from 8/25/2014 to 6/1/2015

Evidence of Completion

lesson plans, team meeting agendas, observations

G2. As we begin a more complex state measure of Mathematics, our school goal is to have at least 50% of our student proficient in this area on the 2015 FSA. **1**

 G046462

G2.B1 Instructional Strategies **2**

 B115154

G2.B1.S1 Use the researched based core mathematical curriculum to address student weakness with basic concepts needs for grade level mathematics. **4**

 S126721

Strategy Rationale

Help student gains an understanding of numbers and basic math facts,

Action Step 1 **5**

Teachers will be trained on core curriculum from consultant.

Person Responsible

Anicia Robinson

Schedule

Every 2 Months, from 8/4/2014 to 6/1/2015

Evidence of Completion

Observations, lesson plans, team meetings

Action Step 2 **5**

Teachers will be trained on core curriculum from consultant.

Person Responsible

Anicia Robinson

Schedule

Every 2 Months, from 8/4/2014 to 6/1/2015

Evidence of Completion

Observations, lesson plans, team meetings

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

Teachers observation and lesson plans

Person Responsible

Anicia Robinson

Schedule

Biweekly, from 8/25/2014 to 6/1/2015

Evidence of Completion

Student assessments, lesson plans

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

Student assessments

Person Responsible

Ray King

Schedule

Biweekly, from 8/25/2014 to 6/1/2015

Evidence of Completion

SM7 reports, lesson plan, student assessments

G3. As we begin a more complex state measure of English/Language Arts, our school goal is to have be within 10%(+/-) of our previous rate as measure by the 2014 FCAT Scores. 1

G046442

G3.B1 Instructional Strategies 2

B115110

G3.B1.S1 Core Curriculum professional development 4

S126694

Strategy Rationale

Professional Development with Curriculum

Action Step 1 5

Professional Development with district trained personnal

Person Responsible

Ray King

Schedule

Monthly, from 8/25/2014 to 6/1/2015

Evidence of Completion

Lesson Plans and Observations, Collegial Conservations.

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

Observations with core curriculum instruction

Person Responsible

Anicia Robinson

Schedule

Monthly, from 8/25/2014 to 6/1/2015

Evidence of Completion

Observations by administration and weekly team meetings and lesson plan documentation.

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

Observations

Person Responsible

Anicia Robinson

Schedule

Biweekly, from 9/29/2014 to 6/1/2015

Evidence of Completion

observations, lesson plans, agenda from team meetings

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
G3.B1.S1.A1	Professional Development with district trained personnal	King, Ray	8/25/2014	Lesson Plans and Observations, Collegial Conservations.	6/1/2015 monthly
G2.B1.S1.A1	Teachers will be trained on core curriculum from consultant.	Robinson, Anicia	8/4/2014	Observations, lesson pans, team meetings	6/1/2015 every-2-months
G1.B1.S1.A1	Teacher will be provided with assistance with planning and implementation with curriculum.	King, Ray	8/25/2014	lesson plans and observations	6/1/2015 biweekly
G2.B1.S1.A2	Teachers will be trained on core curriculum from consultant.	Robinson, Anicia	8/4/2014	Observations, lesson pans, team meetings	6/1/2015 every-2-months
G1.MA1	student assessment data	King, Ray	8/25/2014	Thinkcentral data, lesson plans, student assessments.	6/1/2015 biweekly
G1.B1.S1.MA1	Lesson planning, collegial conservations, across grade level planning	Robinson, Anicia	8/25/2014	lesson plans, team meeting agendas, observations	6/1/2015 weekly
G1.B1.S1.MA1	Teachers will monitored with lesson plans and observations	Robinson, Anicia	8/25/2014	Lesson planning, collegial conservations	6/1/2015 biweekly
G2.MA1	Data collected will be through the SM7 math program, FASTT Math, AimsWeb Math, and math curriculum assessments.	King, Ray	8/25/2014		6/1/2015 biweekly
G2.B1.S1.MA1	Student assessments	King, Ray	8/25/2014	SM7 reports, lesson plan, student assessments	6/1/2015 biweekly
G2.B1.S1.MA1	Teachers observation and lesson plans	Robinson, Anicia	8/25/2014	Student assessments, lesson plans	6/1/2015 biweekly
G3.MA1	Student assessments	Robinson, Anicia	8/4/2014	Student Progress on core reading assessments, year's growth on STAR, SM7, Accelerated Reader ZPD Gains	6/1/2015 biweekly
G3.B1.S1.MA1	Observations	Robinson, Anicia	9/29/2014	observations, lesson plans, agenda from team meetings	6/1/2015 biweekly
G3.B1.S1.MA1	Observations with core curriculum instruction	Robinson, Anicia	8/25/2014	Observations by administration and weekly team meetings and lesson plan documentation.	6/1/2015 monthly

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.

G2. As we begin a more complex state measure of Mathematics, our school goal is to have at least 50% of our student proficient in this area on the 2015 FSA.

G2.B1 Instructional Strategies

G2.B1.S1 Use the researched based core mathematical curriculum to address student weakness with basic concepts needs for grade level mathematics.

PD Opportunity 1

Teachers will be trained on core curriculum from consultant.

Facilitator

Saxon Math Consultant

Participants

K-5 Grade level teachers

Schedule

Every 2 Months, from 8/4/2014 to 6/1/2015

PD Opportunity 2

Teachers will be trained on core curriculum from consultant.

Facilitator

Saxon Math Consultant

Participants

K-5 Grade level teachers

Schedule

Every 2 Months, from 8/4/2014 to 6/1/2015

G3. As we begin a more complex state measure of English/Language Arts, our school goal is to have be within 10%(+/-) of our previous rate as measure by the 2014 FCAT Scores.

G3.B1 Instructional Strategies

G3.B1.S1 Core Curriculum professional development

PD Opportunity 1

Professional Development with district trained personnnal

Facilitator

Caressa Hannah-Richardson

Participants

Grade Level Teachers and Adminsitration

Schedule

Monthly, from 8/25/2014 to 6/1/2015

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Grand Total	0