

Apalachee Elementary School



2014-15 School Improvement Plan

Apalachee Elementary School

650 TROJAN TRL, Tallahassee, FL 32311

[no web address on file]

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
60%

Alternative/ESE Center
No

Charter School
No

Minority
89%

School Grades History

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

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
Not In DA	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 Apalachee Tapestry Magnet School of the Arts is to empower the students to become lifelong learners and responsible citizens by enabling them to be self-directed and self-sufficient individuals in a constantly changing world. Students are enthusiastic and engaged in a dynamic, creative program. They develop through the study of core curriculum and dance, drama, visual art and music.

Provide the school's vision statement

ATMSA is an arts integrative environment where learning is purposeful, expressive, and creative with high expectations that build character in a loving environment.

School Environment

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

Apalachee will infuse the content required by Florida Statute 1003.42(2) and School Board Policy 2210, as applicable to appropriate levels, including but not limited to: (1) History of Holocaust, (2) History of Africans and African Americans, (3) Hispanic Contributions, (4) Women's Contributions, and (5) Sacrifices of Veterans.

In addition, ATMSA has a standing committee that plans lessons/events/workshops/book studies to ensure that our school community is culturally sensitive and responsive. Diverse community members are invited to speak to our students and staff to increase cultural awareness. This process is enhanced through our arts integration program.

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

Apalachee refined our school-wide positive behavior program. Teachers and staff participated in professional development to implement P.R.I.D.E.

P - I will be positive with my actions

R- I will show respectful behavior

I- I have integrity in my work and my relationships

D- I have direction because I do not quit

E- I have excellence because I always do my best.

In coordination with the guidance counselor, a school-wide assembly is held model P.R.I.D.E. and establish a positive learning environment. Quarterly celebration are held as well as recognition on morning news.

ATMSA is also implementing AVID to further develop future educational goals.

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

All teachers are trained in our school-wide P.R.I.D.E. (PBS) program. Each week a school-wide Life Skill is focused. Students and staff receive specific feedback regarding adherence to behavioral

expectations. Classroom and school rules/procedures are posted and reviewed during class meetings.

Instruction is differentiated to meet the varying needs of our students. Mentors and volunteers provide additional support. Extracurricular activities are available such as the Gentlemen's Club, to reinforce behavioral and instructional expectation.

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

ATMSA's Intervention and Assistance Team meets weekly to discuss students with barriers to academic and social success. The guidance counselor meets weekly with primary classes and hold small/individual group sessions to meet the varying needs of our students.

Families are connected with agencies who have Cooperative Agreements or are on campus such as CCYS, to provide additional support to our young learners.

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

ATMSA has implemented systems to promptly identify students who have attendance, behavioral, or academic concerns. All teachers have been trained on the procedures and are aware of the notification steps taken at each level.

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	11	13	6	13	6	8	57
One or more suspensions	12	13	8	28	29	12	102
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	42	45	36	123

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

Indicator	Grade Level				Total
	2	3	4	5	
Students exhibiting two or more indicators	1	2	2	5	10

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

ATMSA has an effective intervention team in place to problem solve and create action plans. A comprehensive intervention system is in place that consists of Reading Pals, Corrective reading, SuccessMaker7, Early Interventions in Reading, and Team Teaching by Content Areas. In addition, reading and science academic coaches are providing remediation and acceleration.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/184518>.

Description

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

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

ATMSA has a Partner and Volunteer coordinator who reaches out to volunteers, mentors and partners. These supporters are invited to workshops and special events. ATMSA holds an annual appreciation event to recognize all of these supporters. They are included in school newsletters and the school yearbook. We also invite them to the district annual partnership event.

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
Wilson, Iris	Principal
Millard, William	Assistant Principal

Duties

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

The team meets weekly to review data and students who have been brought before the team by teachers and/or parents.

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 RtI Leadership team consists of the principal, one representative from each grade level and tapestry team, guidance counselor, district program specialist, school psychologist, and school social worker. This team reviews, monitors, and meets with teachers and/or parents to collaborative develop

strategies to meet individual needs of students.

Title I, Part A will fund teachers to further reduce class size. An intermediate language arts teacher will be provided to increase support to identified students who need extra support with a different curriculum that supports reading, writing, and mathematics. Students are identified using historical data from progress monitoring. An additional teacher provides needed instruction for a second Varying Exceptional Education classroom. A STEM teacher also provides instruction to targeted students.

Title II funds targeted professional development based on student achievement data analysis and implementation of the Florida Continuous Improvement Model. Math specialist will provide training to intermediate teachers focusing on NGSSS. In addition, professional development will continue in Common Core, Differentiated Instruction, Science, STEAM, Behavior Management, Corrective Reading, Junior Grade Books, Go Math, Arts Infusion through Literacy and the integration of technology throughout the curriculum.

Title III services are provided by the district for educational materials and ELL support services to improve the education of ELL students. The district provides professional development for those seeking ESOL endorsement.

Title X funds support homeless students and families. The district homeless liaison provides resources for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free appropriate education.

Supplemental Academic Instruction funds further reduce class size and add additional support for our lowest performing students.

Violence Prevention Programs at the district and school level provide trainings in regards to Bully Prevention, Life Skills, and Positive Behavior.

Nutritional Programs support our school as a Provision II site providing breakfast and lunch to all students. In addition, our 21st Century and Extended Day students are served a healthy dinner each day.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Iris C. Wilson	Principal
Tammy Arnold	Parent
Dwanna Jacobs	Parent
Cheryl Marrs	Education Support Employee
Sherry Shorter	Parent
Joya Frazier	Business/Community
Cheryl Pye	Business/Community
Rebecca Weaver	Parent
Hazel Huggins	Education Support Employee
Ashley Harvey	Teacher
Marquita Fonville	Parent
Gerrard Lindsey	Parent
Tammaela Carter	Teacher
Anne Rye	Parent

Duties

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

Evaluation of last year's school improvement plan

ATMSA SAC convened and reviewed progress of the 2013 - 2014 SIP. SIP goals were met in the areas of Science, Lowest 25% for Reading and math, school climate, arts integration, and parent involvement. Progress toward the goals were achieved in Reading and Mathematics.

Development of this school improvement plan

A SAC member serves on each SIP Action Committee. These subgroups regularly meet to review goals, data, and discuss strategies to ensure we are on track to meeting goals. Sac reviews and approves the SIP/Title I Plan/Evaluation and budget, Parent Involvement Plan/Evaluation and Budget, Staff Development Plan/Evaluation and Budget, and approves the Parent and School Annual Agreement (Compact). In addition, SAC reviews all input from surveys and provide input for strategies to ensure a positive school climate.

Preparation of the school's annual budget and plan

ATMSA School Advisory Council will convene to review identified school needs and determine how 2014 - 15 SIP funds will be allocated to enhance school academic performance. The expenditure will be based on Florida Statute 21.121(5)c. The decisions will be documented in the SAC minutes.

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
Wilson, Iris	Principal
Millard, William	Assistant Principal
Johnson, Anedra	Teacher, K-12
Green, Nicole	Teacher, K-12
Griffith, Marilynn	Teacher, K-12
Howell, Meghan	Teacher, K-12
James, Beryl	Teacher, K-12
Knight, Wallace	Teacher, K-12
Newsome, Teresa	Teacher, K-12
Prevatt, Wayne	Teacher, K-12
Washington, Kawanis	Teacher, K-12
Williams, LaSheri	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The major initiatives for the 2014 -2015 school year is the continuation of providing parent literacy involvement programs, integrating literacy through the arts, school-wide emphasis on reading a book every two weeks, Junior Grade Books, and Corrective Reading in grades 3-5. In addition, the school is implementing Wonders, the new district reading 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

ATMSA encourages positive working relationships with teachers through participation in Learning Team meetings and PLCs. The master schedule has been developed to provide consistent time for teachers to meet during common planning by grade levels. Research-based protocols are utilized to focus the meeting on the students' academic needs and how best to assess these needs. On the school's shared drive, a data sheet is maintained that highlights students identified as needing additional support. This document drives an academic focus during these meeting as well as intervention team meetings. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.

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

The principal establishes interview teams to identify potential teachers. These interviews include teaching philosophy, and personal beliefs about the efficacy of arts integrated/STEM curriculum to facilitate student proficiency gains in core academic areas.

ATMSA participates in jobs fairs and personnel workshops designed to expedite the identification of the most talented, instructional applicants.

The administration has established and maintains a positive relationship with colleges and officials in the education field to promote the District.

The administrators establish mentor pairing on grade level and cross grade levels.

The administrators provide on-going support to teachers.

An intermediate and primary mentor is identified to work with beginning and/or first year teachers to the school.

Professional Development/Professional Learning Communities are established in collaboration by TEC Committee and Administration.

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

All first year teachers participate 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, conferences, and written and oral feedback.

The BTP, the program of support and induction for 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 learning and professional growth.

School personnel are engaged in systemic mentoring, coaching, and induction programs that are consistent with our values and beliefs about teaching, learning, and the conditions that support learning. These programs set high expectations for all school personnel and include valid and reliable measures

of performance. ATMSA mentors are grade level specific and the support team pairs across grade level teachers to provide optimal, on-going support to new teachers.

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

ATMSA creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading/writing curriculum that aligns with the standards. Each grade level has an instruction leader for reading and mathematics. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstanding and promote opportunities for growth in instructional practice, curriculum, and the standards.

Instructional Strategies

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

The RtI team reviews, monitors, and meets with teachers and/or parents to collaboratively develop strategies to meet the individual needs of students. The team meets weekly to review data and students who have been brought before the team by teachers and/or parents. Data points are used for the various content areas.

The administration meets with grade levels to discuss students in need of remediation as well as acceleration. The focus of this meeting is to review the data chart and discuss strategies to improve, maintain, or stretch student performance. Classroom walkthroughs along with follow ups monitor effective, instructional practices and identify areas for additional professional development.

ATMSA's master schedule allows for 120 minutes Language Arts Block and a 90 minute Mathematics block. Intervention blocks provide Corrective Reading, EIR, and Reading Mastery. Acaletics, SuccessMaker 7 and Accelerated Reader programs are utilized on specific grade levels. ELL/ESE students receive push in/pull out services and teachers conduct data chats with students on a regular basis.

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: 37,800

Students in grades PreK-5 participate in the Extended Day program. Certified teachers and paraprofessionals provide a block of academic instruction in core areas. ATMSA also provides a STEM Robotics program through 4H and a FAMU-FSU Engineering National Science Grant (certified teachers oversee these programs).

Reading Pals through the United Way provides literacy support to thirty K - 2 grade students for one-hour each week.

In November, ATMSA implements the Saturday Academy program for 3rd - 5th grade students. Each session is 3 1/2 hours of Language Arts and Mathematics instruction with certified teachers. ATMSA Staff participate in Book Studies, Lesson Study, Arts Integration, and Instructional Strategies after school and on planning days. In addition, the school opens on the first and third Saturday to allow for collaborative planning.

Strategy Rationale

Extended Day opportunities are provided for core academic instruction, enrichment, and teacher collaboration, planning, and targeted professional development.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Wilson, Iris, wilsoni@leonschools.net

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

Data is collected through teacher observation, peer observation, lesson plans, and progress monitoring tools.

Strategy: Extended School Day

Minutes added to school year: 2,400

Targeted professional development based on Needs Assessment.

Strategy Rationale

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

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

Data is collected through formal and informal walkthroughs as well as formal observations conducted by administrators. Student data is reviewed to track impact on student performance.

Strategy: Weekend Program

Minutes added to school year: 1,440

Saturday sessions are provided for students beginning in October.

Strategy Rationale

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

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

Assessment data from AIMSweb and SuccessMaker are used to track progress.

Strategy: Extended School Day

Minutes added to school year: 37,800

Students in grades 2-5 participate in 21st Century program. Certified teachers provide academic remediation as well as academic enrichment.

Teachers collaborate as a team weekly and participate in targeted professional development the first and third Thursday of each month based on Needs Assessment.

Strategy Rationale

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

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

School-wide data team reviews data and determine if school is on track. Grade level teams review data and make adjustments, when necessary to instructional practices. Administrative teams meets monthly with district team to review data, instructional strategies, as well as classroom walkthroughs.

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

Apalachee Tapestry has two preschool classes. Articulation takes place with preschools that have children at the school to discuss curriculum, needs of children, and strategies to increase kindergarten readiness. In addition, pre-kindergarten children are invited in January to spend a half-day on campus to orient them to their new 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

Several initiatives and programs have been established to foster a college-going culture and to support and assist administrators, teachers, students, and families as they work toward achieving college readiness for all students. ATMSA has implemented AVID Elementary. In addition, our Parent Liaison includes workshops/seminars for parents with Adult Education and our local colleges, universities, and vocational institutions.

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** The depth of science, technology, engineering, arts, and mathematics will be infused and strengthened to improve critical thinking skills.
- G2.** Seventy percent of the 5th grade students will score at or above Level 3 and Eighteen percent will score at or above Level 4 on FCAT Science.
- G3.** Sixty-seven percent of the students will make learning goals and fifty percent in the lowest quartile will make learning gains on FCAT mathematics.
- G4.** Fifty-one percent of the students in grades 3-5 will score at or above 50th percentile in Mathematics; 41% of students with disabilities will score at or above Level 3 or at or above Level 4 on FAA; 30% of the students will score at or above Level 4.
- G5.** Seventy-five percent of the lowest quartile will achieve learning gains on FSA ELA.
- G6.** Sixty-five percent of students in grades 3-5 will score at the 50th percentile or higher on the FSA ELA assessment.
- G7.** Sixty-five percent of students in grades 3-5 will score at or above the 50th percentile on the FSA ELA assessment.

Strategic Goals Detail

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

G1. The depth of science, technology, engineering, arts, and mathematics will be infused and strengthened to improve critical thinking skills. 1a

G040907

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	57.0

Resources Available to Support the Goal 2

- Arts integration collaborative strategies integrated in all content areas. Kennedy Center Professional Development

Targeted Barriers to Achieving the Goal 3

- Instructional time limited to meet the needs of all students.

Plan to Monitor Progress Toward G1. 8

Data Review

Person Responsible

Iris Wilson

Schedule

Monthly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Increased student proficiency inn reading, vocabulary development, mathematics, science, writing

G2. Seventy percent of the 5th grade students will score at or above Level 3 and Eighteen percent will score at or above Level 4 on FCAT Science. 1a

G040908

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	70.0

Resources Available to Support the Goal 2

- Teacher will continue implementing Lesson Study to deepen students' knowledge of informational content. Weekly experiments will be held, and community experts will visit classrooms to provide authentic science experiences.

Targeted Barriers to Achieving the Goal 3

- Consistent implementation of Fusion and students' limited skills to enable them to use and look for errors in logic/reasoning.

Plan to Monitor Progress Toward G2. 8

Data Review

Person Responsible

William Millard

Schedule

Monthly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Increased number of students proficient (Science benchmarks)

G3. Sixty-seven percent of the students will make learning goals and fifty percent in the lowest quartile will make learning gains on FCAT mathematics. 1a

G040909

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	57.0

Resources Available to Support the Goal 2

- Explicit, differentiated instruction will be provided to target problem solving. math journals will be used for writing word problems and using correct math vocabulary.

Targeted Barriers to Achieving the Goal 3

- Some students lack varied background knowledge and have had limited opportunities to solve complex problems.

Plan to Monitor Progress Toward G3. 8

Data Review

Person Responsible

William Millard

Schedule

Monthly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Increased student performance

G4. Fifty-one percent of the students in grades 3-5 will score at or above 50%ile in Mathematics; 41% of students with disabilities will score at or above Level 3 or at or above Level 4 on FAA; 30% of the students will score at or above Level 4. **1a**

 G040910

Targets Supported **1b**

Indicator	Annual Target
AMO Math - All Students	57.0

Resources Available to Support the Goal **2**

- Continuation of STEM focus, hands-on experiences, content specific vocabulary

Targeted Barriers to Achieving the Goal **3**

- Instructional practices not consistently rigorous based on item specs

Plan to Monitor Progress Toward G4. **8**

Data reviews

Person Responsible

William Millard

Schedule

Monthly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Increased percent of teachers at Applying and Innovating; Increased number of student at or above grade level proficiency (SM7, Go Math)

G5. Seventy-five percent of the lowest quartile will achieve learning gains on FSA ELA. 1a

G040912

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	57.0

Resources Available to Support the Goal 2

- Teacher scaffolding of reading instruction to meet varying needs of students
- Students may participate in morning tutorials, daily intervention sessions, Corrective Reading, or Extended Day

Targeted Barriers to Achieving the Goal 3

- Student attendance and mobility rate
- Teacher consistency in utilizing district pacing guide, school focus calendars, and item specs

Plan to Monitor Progress Toward G5. 8

Attendance

Person Responsible

William Millard

Schedule

Weekly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Increased daily attendance rate

G6. Sixty-five percent of students in grades 3-5 will score at the 50th percentile or higher on the FSA ELA assessment. 1a

G040913

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	57.0

Resources Available to Support the Goal 2

- School-wide continued implementation of Accelerated Reader
- Grade 3-5 continued implementation of Junior Great Books
- Modeling of Wonders Curriculum
- AVID strategies

Targeted Barriers to Achieving the Goal 3

- Teachers consistency in following scope and sequence in Wonders Curriculum
- Students lack of motivation to increase reading of non-fiction books. In addition, reading one book every two weeks.
- Teachers expertise in crafting high complexity questions.

Plan to Monitor Progress Toward G6. 8

AIMSweb, STAR, AR, SuccessMaker7, and Benchmark data

Person Responsible

Iris Wilson

Schedule

Weekly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Increased proficiency based on targeted monitoring tools

G7. Sixty-five percent of students in grades 3-5 will score at or above the 50th percentile on the FSA ELA assessment. 1a

G040914

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	57.0

Resources Available to Support the Goal 2

- Teachers will use a variety of text complexities and higher order questioning techniques
- Teachers will use a minimum of 50% literature and 50% informational text in the classroom (Junior Great Books/Wonders/Leveled Readers)

Targeted Barriers to Achieving the Goal 3

- Teacher awareness of the text complexity and higher-level questions that can be asked about the text.

Plan to Monitor Progress Toward G7. 8

Data Review

Person Responsible

Iris Wilson

Schedule

Monthly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Increased student reading proficiency

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. The depth of science, technology, engineering, arts, and mathematics will be infused and strengthened to improve critical thinking skills. **1**

 G040907

G1.B1 Instructional time limited to meet the needs of all students. **2**

 B099203

G1.B1.S1 Regular, explicit creative problem solving strategies, think alouds, scaffolded student practices provided to extend learning. **4**

 S110495

Strategy Rationale

Increase critical thinking skills.

Action Step 1 **5**

Creative problem solving

Person Responsible

Iris Wilson

Schedule

Quarterly, from 8/18/2014 to 3/27/2015

Evidence of Completion

Arts integration strategies evident in classroom environment, walkthroughs

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

Arts integration/infusion

Person Responsible

Iris Wilson

Schedule

Quarterly, from 8/18/2014 to 3/27/2015

Evidence of Completion

STEM Robotics projects, Lesson Plans, iObservation Tool

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

Instructional Practices

Person Responsible

Iris Wilson

Schedule

Quarterly, from 8/18/2014 to 3/27/2015

Evidence of Completion

Classroom environment, Lesson Plans, Student samples

G2. Seventy percent of the 5th grade students will score at or above Level 3 and Eighteen percent will score at or above Level 4 on FCAT Science. **1**

G040908

G2.B1 Consistent implementation of Fusion and students' limited skills to enable them to use and look for errors in logic/reasoning. **2**

B099204

G2.B1.S1 Team planning-collaboration using district pacing guide, item specs, and school focus calendar. Teacher facilitates students deepen knowledge of informational content by helping them construct ways to examine their own reasoning or the logic of information presented. **4**

S110496

Strategy Rationale

Planning and collaboration lead to effective implementation.

Action Step 1 **5**

Common assessments, weekly experiments

Person Responsible

William Millard

Schedule

Monthly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Class observations, student science journals

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

Student Engagement

Person Responsible

William Millard

Schedule

Weekly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Consistency across grade level, alignment with Pacing Guide, Focus Calendar

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

Instructional practices, student engagement

Person Responsible

William Millard


Schedule

Weekly, from 8/18/2014 to 6/1/2015


Evidence of Completion

Increased student performance (Fusion Assessment, district assessment)

G3. Sixty-seven percent of the students will make learning goals and fifty percent in the lowest quartile will make learning gains on FCAT mathematics. 1

 G040909

G3.B1 Some students lack varied background knowledge and have had limited opportunities to solve complex problems. 2

 B099205

G3.B1.S1 Explicit instruction provided on problem solving. Students will be actively engaged in solving complex problems and recording their solutions in the Math Journals. Math Club, STEM, and arts infusion will increase opportunities for higher level thinking. 4

 S110497

Strategy Rationale

Students with limited experiences require explicit, direct instruction from a variety of robust experiences.

Action Step 1 5

Complex problem solving, Problem of the Day, Math Club

Person Responsible

William Millard

Schedule

Monthly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Lesson plans, classroom observation

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

High complexity Problems,, Common Assessment, Pacing Guide/Focus Calendar

Person Responsible

William Millard

Schedule

Weekly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Lesson Plans, Observations, Student data

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

Instructional practices

Person Responsible

William Millard

Schedule

Weekly, from 8/18/2014 to 6/1/2015


Evidence of Completion

Increased student performance (SM5, Go Math, District assessments)


G4. Fifty-one percent of the students in grades 3-5 will score at or above 50%ile in Mathematics; 41% of students with disabilities will score at or above Level 3 or at or above Level 4 on FAA; 30% of the students will score at or above Level 4. **1**

 G040910

G4.B1 Instructional practices not consistently rigorous based on item specs **2**

 B099206

G4.B1.S1 STEM program for gifted and talented students. Science resource teacher for fifth grade students. STEM Robotics after school for additional opportunities to learn. **4**

 S110498

Strategy Rationale

Higher performing students require enrichment opportunities outside of the core curricula.

Action Step 1 **5**

Rigorous instructional strategies

Person Responsible

William Millard

Schedule

Weekly, from 8/18/2014 to 6/1/2015

Evidence of Completion

High complexity lessons, manipulatives, word problems

Plan to Monitor Fidelity of Implementation of G4.B1.S1 **6**

Rigorous instruction, Data Review

Person Responsible

William Millard

Schedule

Monthly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Increased math proficiency, use of manipulatives, complex lessons, reduced teacher talk

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

Instructional Practices, Common assessments

Person Responsible

William Millard

Schedule

Weekly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Increased percentage of students proficient in math (SM7, GO Math, district assessments)

G4.B1.S2 Continuation of Go Math, Acaletics, and Problems of the Day 4

 S110499

Strategy Rationale

Increased performance requires consistent rigorous practice in core program.

Action Step 1 5

Teachers will develop assessment with multiple answers

Person Responsible

William Millard

Schedule

Monthly, from 10/6/2014 to 5/29/2015

Evidence of Completion

Assessments based on Go Math and Item Specs

Plan to Monitor Fidelity of Implementation of G4.B1.S2 6

Teams will collaborate on assessment and instructional practices

Person Responsible

William Millard

Schedule

Monthly, from 10/6/2014 to 5/29/2015

Evidence of Completion

Student data, assessments

Plan to Monitor Effectiveness of Implementation of G4.B1.S2 7

Teams will work with administrators to develop the assessments and review data.

Person Responsible

William Millard


Schedule

Monthly, from 10/6/2014 to 6/1/2015


Evidence of Completion

Lesson plans, assessments, data chart

G5. Seventy-five percent of the lowest quartile will achieve learning gains on FSA ELA. 1


 G040912

G5.B1 Student attendance and mobility rate 2

 B099208

G5.B1.S1 Guidance Counselor and Assistant Principal follow-up on attendance concerns Registrar closely monitor receipt of records and notify administrator and Guidance Counselor for prompt reviews

4

 S110501

Strategy Rationale

Students must be in school to benefit from the educational experience.

Action Step 1 5

Attendance Records

Person Responsible

William Millard

Schedule

Weekly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Accurate Database of follow-up on attendance problems Targeted students on IAT Agenda

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

Attendance and Receipt of Records

Person Responsible

William Millard

Schedule

Weekly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Accurate monitoring of attendance and record receipt

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

Attendance

Person Responsible

William Millard


Schedule

Weekly, from 8/18/2014 to 6/1/2015


Evidence of Completion

Increased daily attendance

G5.B2 Teacher consistency in utilizing district pacing guide, school focus calendars, and item specs **2**

 B099209

G5.B2.S1 Teacher consistency in using FSA, item specs, and cognitive levels and the development of common assessments. **4**

 S110502

Strategy Rationale

Use of Item Specs encourages rigorous instruction based on Florida Standards.

Action Step 1 **5**

Differentiated instruction and common assessments

Person Responsible

Iris Wilson

Schedule

Weekly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Consistency in instructional practices

Plan to Monitor Fidelity of Implementation of G5.B2.S1 **6**

Instructional practices

Person Responsible

Iris Wilson

Schedule

Weekly, from 8/18/2014 to 10/1/2014

Evidence of Completion

Increased student performance (AIMSweb, SM7)

Plan to Monitor Effectiveness of Implementation of G5.B2.S1 7

Instructional Rounds, Assessment tools, Observations

Person Responsible

Iris Wilson


Schedule

Weekly, from 8/18/2014 to 6/1/2015


Evidence of Completion

Increased percentage of reading proficient students in lowest quartile


G6. Sixty-five percent of students in grades 3-5 will score at the 50th percentile or higher on the FSA ELA assessment. 1

 G040913

G6.B1 Teachers consistency in following scope and sequence in Wonders Curriculum 2

 B099210

G6.B1.S1 Wonders modeling provided by consultant and reading coach. 4

 S110503

Strategy Rationale

Implementation of a new reading series requires in-depth professional development.

Action Step 1 5

Modeling of Lessons

Person Responsible

Iris Wilson

Schedule

Weekly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Fidelity of implementing reading program

Plan to Monitor Fidelity of Implementation of G6.B1.S1 6

Wonders curriculum Implementation

Person Responsible

Iris Wilson

Schedule

Weekly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Classroom observation

Plan to Monitor Effectiveness of Implementation of G6.B1.S1 7

Wonders curriculum Implementation

Person Responsible

Iris Wilson

Schedule

Weekly, from 10/1/2014 to 6/1/2015


Evidence of Completion

Increased student performance

G6.B2 Students lack of motivation to increase reading of non-fiction books. In addition, reading one book every two weeks. **2**

 B099211

G6.B2.S1 Reading incentives based on meeting reading criteria each month. **4**

 S110504

Strategy Rationale

Providing incentives will encourage students to meet their goals.

Action Step 1 **5**

Recognition Programs

Person Responsible

Iris Wilson

Schedule

Monthly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Increased number of students participating Increased number of students meeting their goals

Plan to Monitor Fidelity of Implementation of G6.B2.S1 **6**

Data Review, Observations

Person Responsible

Iris Wilson

Schedule

Monthly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Increased number of students participating with increased proficiency scores

Plan to Monitor Effectiveness of Implementation of G6.B2.S1 7

Data Reviews

Person Responsible

Iris Wilson


Schedule

Monthly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Continuous improvement and increased number of students achieving reading goals

G6.B2.S2 Reading resource and classroom teachers conduct individual reading conferences with students. 4

 S110505

Strategy Rationale

Immediate feedback allows students to track their progress towards their reading goals.

Action Step 1 5

Student Reading Conferences

Person Responsible

Iris Wilson

Schedule

Weekly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Students meeting reading goals/targets with acceptable performance. Increased SM7 performance

Plan to Monitor Fidelity of Implementation of G6.B2.S2 6

Student Conference Records, Observations

Person Responsible

Iris Wilson

Schedule

Weekly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Consistent conference recordings, Improved STAR and AR student data

Plan to Monitor Effectiveness of Implementation of G6.B2.S2 7

Teacher Conference, Observation,

Person Responsible

Iris Wilson

Schedule

Weekly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Star, SM7, AR data reports showing increased student proficiency

G6.B3 Teachers expertise in crafting high complexity questions. 2

B099212

G6.B3.S1 Grade level teams develop Focus Calendars and utilize District Pacing Guides 4

S110508

Strategy Rationale

Pacing guides lead to consistent implementation of standard curriculum and assists teachers in guiding instruction.

Action Step 1 5

Focus Calendars

Person Responsible

Iris Wilson

Schedule

Monthly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Focus Calendar

Plan to Monitor Fidelity of Implementation of G6.B3.S1 6

Focus Calendar

Person Responsible

Iris Wilson

Schedule

Monthly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Increased student achievement on targeted skills

Plan to Monitor Effectiveness of Implementation of G6.B3.S1 7

Lesson Plans, Observations

Person Responsible

Iris Wilson


Schedule

Weekly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Lesson plans, instructional practices aligned with Focus Calendar across grade level

G6.B3.S2 Instructional rounds, instructional feedback, and walkthroughs with Dr. Mark Rolewski. 4

 S110510

Strategy Rationale

Teachers perform at a higher level when given timely, specific feedback.

Action Step 1 5

Instructional Rounds

Person Responsible

Iris Wilson

Schedule

Monthly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Improved instruction

Plan to Monitor Fidelity of Implementation of G6.B3.S2 6

Observations, walkthroughs

Person Responsible

Iris Wilson

Schedule

Weekly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Consistent, effective instructional practices modeled after Marzano

Plan to Monitor Effectiveness of Implementation of G6.B3.S2 7

Instruction Practices

Person Responsible

Iris Wilson


Schedule

Weekly, from 8/18/2014 to 6/1/2015


Evidence of Completion

Increased percentage of teachers at Applying Instructional Level


G7. Sixty-five percent of students in grades 3-5 will score at or above the 50th percentile on the FSA ELA assessment. 1

 G040914

G7.B1 Teacher awareness of the text complexity and higher-level questions that can be asked about the text. 2

 B099213

G7.B1.S1 Grade level collaboration to develop question Implement Lesson Study 4

 S110511

Strategy Rationale

Action Step 1 5

Team collaboration/Lesson Study

Person Responsible

Iris Wilson

Schedule

Weekly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Lesson plans have complex questions for the week

Plan to Monitor Fidelity of Implementation of G7.B1.S1 6

Complexity level of questions

Person Responsible

Iris Wilson

Schedule

Weekly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Increased percentage of students cognitively engaged in complex lessons

Plan to Monitor Effectiveness of Implementation of G7.B1.S1 7

Instructional practices

Person Responsible

Iris Wilson

Schedule

Weekly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Increased percentage of teachers instructing at the Applying and Innovating level

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	Creative problem solving	Wilson, Iris	8/18/2014	Arts integration strategies evident in classroom environment, walkthroughs	3/27/2015 quarterly
G2.B1.S1.A1	Common assessments, weekly experiments	Millard, William	8/18/2014	Class observations, student science journals	6/1/2015 monthly
G3.B1.S1.A1	Complex problem solving, Problem of the Day, Math Club	Millard, William	8/18/2014	Lesson plans, classroom observation	6/1/2015 monthly
G4.B1.S1.A1	Rigorous instructional strategies	Millard, William	8/18/2014	High complexity lessons, manipulatives, word problems	6/1/2015 weekly
G5.B1.S1.A1	Attendance Records	Millard, William	8/18/2014	Accurate Database of follow-up on attendance problems Targeted students on IAT Agenda	6/1/2015 weekly
G5.B2.S1.A1	Differentiated instruction and common assessments	Wilson, Iris	8/18/2014	Consistency in instructional practices	6/1/2015 weekly
G6.B1.S1.A1	Modeling of Lessons	Wilson, Iris	8/18/2014	Fidelity of implementing reading program	6/1/2015 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G6.B2.S1.A1	Recognition Programs	Wilson, Iris	8/18/2014	Increased number of students participating Increased number of students meeting their goals	6/1/2015 monthly
G6.B2.S2.A1	Student Reading Conferences	Wilson, Iris	8/18/2014	Students meeting reading goals/targets with acceptable performance. Increased SM7 performance	6/1/2015 weekly
G6.B3.S1.A1	Focus Calendars	Wilson, Iris	8/18/2014	Focus Calendar	6/1/2015 monthly
G6.B3.S2.A1	Instructional Rounds	Wilson, Iris	8/18/2014	Improved instruction	6/1/2015 monthly
G7.B1.S1.A1	Team collaboration/Lesson Study	Wilson, Iris	8/18/2014	Lesson plans have complex questions for the week	6/1/2015 weekly
G4.B1.S2.A1	Teachers will develop assessment with multiple answers	Millard, William	10/6/2014	Assessments based on Go Math and Item Specs	5/29/2015 monthly
G1.MA1	Data Review	Wilson, Iris	8/18/2014	Increased student proficiency inn reading, vocabulary development, mathematics, science, writing	6/1/2015 monthly
G1.B1.S1.MA1	Instructional Practices	Wilson, Iris	8/18/2014	Classroom environment, Lesson Plans, Student samples	3/27/2015 quarterly
G1.B1.S1.MA1	Arts integration/infusion	Wilson, Iris	8/18/2014	STEM Robotics projects, Lesson Plans, iObservation Tool	3/27/2015 quarterly
G2.MA1	Data Review	Millard, William	8/18/2014	Increased number of students proficient (Science benchmarks)	6/1/2015 monthly
G2.B1.S1.MA1	Instructional practices, student engagement	Millard, William	8/18/2014	Increased student performance (Fusion Assessment, district assessment)	6/1/2015 weekly
G2.B1.S1.MA1	Student Engagement	Millard, William	8/18/2014	Consistency across grade level, alignment with Pacing Guide, Focus Calendar	6/1/2015 weekly
G3.MA1	Data Review	Millard, William	8/18/2014	Increased student performance	6/1/2015 monthly
G3.B1.S1.MA1	Instructional practices	Millard, William	8/18/2014	Increased student performance (SM5, Go Math, District assessments)	6/1/2015 weekly
G3.B1.S1.MA1	High complexity Problems,, Common Assessment, Pacing Guide/Focus Calendar	Millard, William	8/18/2014	Lesson Plans, Observations, Student data	6/1/2015 weekly
G4.MA1	Data reviews	Millard, William	8/18/2014	Increased percent of teachers at Applying and Innovating; Increased number of student at or above grade level proficiency (SM7, Go Math)	6/1/2015 monthly
G4.B1.S1.MA1	Instructional Practices, Common assessments	Millard, William	8/18/2014	Increased percentage of students proficient in math (SM7, GO Math, district assessments)	6/1/2015 weekly
G4.B1.S1.MA1	Rigorous instruction, Data Review	Millard, William	8/18/2014	Increased math proficiency, use of manipulatives, complex lessons, reduced teacher talk	6/1/2015 monthly
G4.B1.S2.MA1	Teams will work with administrators to develop the assessments and review data.	Millard, William	10/6/2014	Lesson plans, assessments, data chart	6/1/2015 monthly
G4.B1.S2.MA1	Teams will collaborate on assessment and instructional practices	Millard, William	10/6/2014	Student data, assessments	5/29/2015 monthly
G5.MA1	Attendance	Millard, William	8/18/2014	Increased daily attendance rate	6/1/2015 weekly
G5.B1.S1.MA1	Attendance	Millard, William	8/18/2014	Increased daily attendance	6/1/2015 weekly
G5.B1.S1.MA1	Attendance and Receipt of Records	Millard, William	8/18/2014	Accurate monitoring of attendance and record receipt	6/1/2015 weekly
G5.B2.S1.MA1	Instructional Rounds, Assessment tools, Observations	Wilson, Iris	8/18/2014	Increased percentage of reading proficient students in lowest quartile	6/1/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G5.B2.S1.MA1	Instructional practices	Wilson, Iris	8/18/2014	Increased student performance (AIMSweb, SM7)	10/1/2014 weekly
G6.MA1	AIMSweb, STAR, AR, SuccessMaker7, and Benchmark data	Wilson, Iris	8/18/2014	Increased proficiency based on targeted monitoring tools	6/1/2015 weekly
G6.B1.S1.MA1	Wonders curriculum Implementation	Wilson, Iris	10/1/2014	Increased student performance	6/1/2015 weekly
G6.B1.S1.MA1	Wonders curriculum Implementation	Wilson, Iris	8/18/2014	Classroom observation	6/1/2015 weekly
G6.B2.S1.MA1	Data Reviews	Wilson, Iris	8/18/2014	Continuous improvement and increased number of students achieving reading goals	6/1/2015 monthly
G6.B2.S1.MA1	Data Review, Observations	Wilson, Iris	8/18/2014	Increased number of students participating with increased proficiency scores	6/1/2015 monthly
G6.B3.S1.MA1	Lesson Plans, Observations	Wilson, Iris	8/18/2014	Lesson plans, instructional practices aligned with Focus Calendar across grade level	6/1/2015 weekly
G6.B3.S1.MA1	Focus Calendar	Wilson, Iris	8/18/2014	Increased student achievement on targeted skills	6/1/2015 monthly
G6.B2.S2.MA1	Teacher Conference, Observation,	Wilson, Iris	8/18/2014	Star, SM7, AR data reports showing increased student proficiency	6/1/2015 weekly
G6.B2.S2.MA1	Student Conference Records, Observations	Wilson, Iris	8/18/2014	Consistent conference recordings, Improved STAR and AR student data	6/1/2015 weekly
G6.B3.S2.MA1	Instruction Practices	Wilson, Iris	8/18/2014	Increased percentage of teachers at Applying Instructional Level	6/1/2015 weekly
G6.B3.S2.MA1	Observations, walkthroughs	Wilson, Iris	8/18/2014	Consistent, effective instructional practices modeled after Marzano	6/1/2015 weekly
G7.MA1	Data Review	Wilson, Iris	8/18/2014	Increased student reading proficiency	6/1/2015 monthly
G7.B1.S1.MA1	Instructional practices	Wilson, Iris	8/18/2014	Increased percentage of teachers instructing at the Applying and Innovating level	6/1/2015 weekly
G7.B1.S1.MA1	Complexity level of questions	Wilson, Iris	8/18/2014	Increased percentage of students cognitively engaged in complex lessons	6/1/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. The depth of science, technology, engineering, arts, and mathematics will be infused and strengthened to improve critical thinking skills.

G1.B1 Instructional time limited to meet the needs of all students.

G1.B1.S1 Regular, explicit creative problem solving strategies, think alouds, scaffolded student practices provided to extend learning.

PD Opportunity 1

Creative problem solving

Facilitator

Kennedy Center

Participants

All

Schedule

Quarterly, from 8/18/2014 to 3/27/2015

G2. Seventy percent of the 5th grade students will score at or above Level 3 and Eighteen percent will score at or above Level 4 on FCAT Science.

G2.B1 Consistent implementation of Fusion and students' limited skills to enable them to use and look for errors in logic/reasoning.

G2.B1.S1 Team planning-collaboration using district pacing guide, item specs, and school focus calendar. Teacher facilitates students deepen knowledge of informational content by helping them construct ways to examine their own reasoning or the logic of information presented.

PD Opportunity 1

Common assessments, weekly experiments

Facilitator

FSU Science Department, GIZMO Trainer

Participants

3rd - 5th grade teachers

Schedule

Monthly, from 8/18/2014 to 6/1/2015

G3. Sixty-seven percent of the students will make learning goals and fifty percent in the lowest quartile will make learning gains on FCAT mathematics.

G3.B1 Some students lack varied background knowledge and have had limited opportunities to solve complex problems.

G3.B1.S1 Explicit instruction provided on problem solving. Students will be actively engaged in solving complex problems and recording their solutions in the Math Journals. Math Club, STEM, and arts infusion will increase opportunities for higher level thinking.

PD Opportunity 1

Complex problem solving, Problem of the Day, Math Club

Facilitator

Administration Consultant Math Instructional Leaders

Participants

All primary teachers, Intermediate math teachers

Schedule

Monthly, from 8/18/2014 to 6/1/2015

G4. Fifty-one percent of the students in grades 3-5 will score at or above 50%ile in Mathematics; 41% of students with disabilities will score at or above Level 3 or at or above Level 4 on FAA; 30% of the students will score at or above Level 4.

G4.B1 Instructional practices not consistently rigorous based on item specs

G4.B1.S1 STEM program for gifted and talented students. Science resource teacher for fifth grade students. STEM Robotics after school for additional opportunities to learn.

PD Opportunity 1

Rigorous instructional strategies

Facilitator

Go Math Instructional Leaders District math coach Acaletics trainer

Participants

Intermediate Math teachers, all primary teachers, intermediate instructional coach

Schedule

Weekly, from 8/18/2014 to 6/1/2015

G5. Seventy-five percent of the lowest quartile will achieve learning gains on FSA ELA.

G5.B1 Student attendance and mobility rate

G5.B1.S1 Guidance Counselor and Assistant Principal follow-up on attendance concerns Registrar closely monitor receipt of records and notify administrator and Guidance Counselor for prompt reviews

PD Opportunity 1

Attendance Records

Facilitator

District Staff

Participants

Registrar, Administrators, Guidance Counselor

Schedule

Weekly, from 8/18/2014 to 6/1/2015

G5.B2 Teacher consistency in utilizing district pacing guide, school focus calendars, and item specs

G5.B2.S1 Teacher consistency in using FSA, item specs, and cognitive levels and the development of common assessments.

PD Opportunity 1

Differentiated instruction and common assessments

Facilitator

District SIP Director Dr. Rolewski Reading Coach Reading Instructional Coach Wonders Instructional Leaders

Participants

All

Schedule

Weekly, from 8/18/2014 to 6/1/2015

G6. Sixty-five percent of students in grades 3-5 will score at the 50th percentile or higher on the FSA ELA assessment.

G6.B1 Teachers consistency in following scope and sequence in Wonders Curriculum

G6.B1.S1 Wonders modeling provided by consultant and reading coach.

PD Opportunity 1

Modeling of Lessons

Facilitator

Reading Coach and Wonders Trainer

Participants

Teachers need further training as identified

Schedule

Weekly, from 8/18/2014 to 6/1/2015

G6.B3 Teachers expertise in crafting high complexity questions.

G6.B3.S2 Instructional rounds, instructional feedback, and walkthroughs with Dr. Mark Rolewski.

PD Opportunity 1

Instructional Rounds

Facilitator

Mark Rolewski

Participants

All teachers and administrators

Schedule

Monthly, from 8/18/2014 to 6/1/2015

G7. Sixty-five percent of students in grades 3-5 will score at or above the 50th percentile on the FSA ELA assessment.

G7.B1 Teacher awareness of the text complexity and higher-level questions that can be asked about the text.

G7.B1.S1 Grade level collaboration to develop question Implement Lesson Study

PD Opportunity 1

Team collaboration/Lesson Study

Facilitator

Dr. Rolewski District SIP Director

Participants

All teachers

Schedule

Weekly, from 8/18/2014 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
Goal 1: The depth of science, technology, engineering, arts, and mathematics will be infused and strengthened to improve critical thinking skills.	2,049
Goal 3: Sixty-seven percent of the students will make learning goals and fifty percent in the lowest quartile will make learning gains on FCAT mathematics.	7,000
Goal 4: Fifty-one percent of the students in grades 3-5 will score at or above 50%ile in Mathematics; 41% of students with disabilities will score at or above Level 3 or at or above Level 4 on FAA; 30% of the students will score at or above Level 4.	1,000
Goal 5: Seventy-five percent of the lowest quartile will achieve learning gains on FSA ELA.	400
Goal 6: Sixty-five percent of students in grades 3-5 will score at the 50th percentile or higher on the FSA ELA assessment.	1,600
Grand Total	12,049

Goal 1: The depth of science, technology, engineering, arts, and mathematics will be infused and strengthened to improve critical thinking skills.

Description	Source	Total
B1.S1.A1	Title I Part A	2,049
Total Goal 1		2,049

Goal 3: Sixty-seven percent of the students will make learning goals and fifty percent in the lowest quartile will make learning gains on FCAT mathematics.

Description	Source	Total
B1.S1.A1	Title I Part A	7,000
Total Goal 3		7,000

Goal 4: Fifty-one percent of the students in grades 3-5 will score at or above 50%ile in Mathematics; 41% of students with disabilities will score at or above Level 3 or at or above Level 4 on FAA; 30% of the students will score at or above Level 4.

Description	Source	Total
B1.S1.A1	School Improvement Funds	1,000
Total Goal 4		1,000

Goal 5: Seventy-five percent of the lowest quartile will achieve learning gains on FSA ELA.

Description	Source	Total
B1.S1.A1	School Improvement Funds	400
Total Goal 5		400

Goal 6: Sixty-five percent of students in grades 3-5 will score at the 50th percentile or higher on the FSA ELA assessment.

Description	Source	Total
B1.S1.A1	School Improvement Funds	1,000

Goal 6: Sixty-five percent of students in grades 3-5 will score at the 50th percentile or higher on the FSA ELA assessment.

Description	Source	Total
B2.S1.A1	Other	600
Total Goal 6		1,600