J Michael Conley Elementary School At Southwood

2014-15 School Improvement Plan

J Michael Conley Elementary School At Southwood

2400 ORANGE AVE E, Tallahassee, FL 32311

[no web address on file]

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	No	39%

Alternative/ESE Center	Charter School	Minority
No	No	57%

School Grades History

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

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.

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	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

Conley School @ SouthWood will develop a community of inquisitive, independent, resilient learners who are Safe, Cooperative, Open-minded, Principled, Empathetic, and able to meet the challenges of the changing world; maximizing technology and providing engaging curriculum in a positive learning environment.

Provide the school's vision statement

Conley School @ SouthWood is a place where students achieve their maximum potential academically, socially, physically and emotionally.

School Environment

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

Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2210), as applicable to appropriate grade levels, including but not limited to:
• History of Holocaust
• History of Africans and African Americans
• Hispanic Contributions
• Women's Contributions
• Sacrifices of Veterans
•Ensure that relationship-building is a clear priority;
•Identify and engage school community stakeholders (i.e. parents, students, administrators, teachers, school counselors, etc.) in assessing the current state of the cultural awareness and student-teacher relationships (data-based decision making). Identify on-campus "relationship experts" to implement evidence-based strategies to develop cultural awareness, improve student-teacher relations, and close existing social justice / equity gaps;
•Select a method/variety of methods that faculty members will use in the first days of school to set a positive tone and clarify the values that will guide interpersonal interaction between students and between the teacher and students;
•Assure all teachers will participate in the process of discussing climate guidelines along with their behavioral expectations;
•Provide Professional Development training or collegial support for teachers who need help in devising methods and structures for expanding positive interpersonal interaction in classroom settings;
•Encourage the sharing of short, effective strategies for actualizing Marzano's Design Question 8: Establishing and Maintaining Effective Relationships with Students;
•Attend District provided Professional Development on multicultural offerings;
•Schedule and plan school wide multicultural projects;
•Embed cultural activities within curriculum and daily course work (e.g., reading selections, writing prompts);
•Form a representative student task force comprised of representative multicultural groups;
•Provide professional development to staff on increasing positive interactions with students;
•Develop and implement a comprehensive school counseling program (Student Development Plan)

with dedicated time for the development of the social-emotional mindsets and behaviors that result in positive and supportive relationships between students and teachers.

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

•Provide professional development on social-emotional learning (i.e. learning strategies, social skills, and self-management skills) and its relationship to creating a positive, caring and supportive school community. Include examples of core (classroom guidance) and supplemental (solution focused small group counseling) supports;
•Develop and implement a differentiated system of school counseling services with dedicated time for the core social-emotional curriculum, supplemental (data driven small group counseling) supports based on identified student need, and intensive (brief individual counseling, referral) supports students to school-based and community resources;
•Adults across the campus will clarify their expectations for positive interpersonal interaction and create the structures and processes for reporting violations of bullying/harassment/dating violence/ civil rights policies;
•Involve non-instructional staff, including office staff, bus drivers, cafeteria personnel, and after-school personnel in the process of modeling and teaching interpersonal expectations in non-academic settings and giving them instruction for reporting violations to appropriate supervisors;
•Provide professional development in methods of respectfully and effectively addressing disrespectful comments as well as methods for respectfully correcting misbehavior at the classroom and administrative levels;
•Create methods/formats where the characteristics of safety and respect can be assessed, monitored, and where strategies for improvement 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 strategies (PBS
•Ensure differentiation of instruction is taking place to meet the needs of all students. Teachers will convey and review expectations for each learning activity
•Make references to behavioral expectations when providing students with positive feedback ("You were responsible when you returned your library book on time.")
•Class meetings will occur on a frequent basis to include student feedback.
•School-wide recognition system is in place;
•Develop and implement a differentiated system of school counseling services with dedicated time for the core classroom guidance instruction on developing the Behavior Standards: Learning Strategies, Self-Management Skills, and Social Skills that contribute to student engagement leading to improved academic achievement resulting in college-career readiness.

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 that meets weekly to discuss students with barriers to academic and social success;
•Mentors assigned to students identified with concerns;
•Check-in/Check-out, Check and Connect utilized with students in need of positive adult interactions and positive feedback throughout the school day.
•Instruction and various campus activities that address social/emotional needs of students;
•Connect students to agencies who have Cooperative Agreements or are on campus (CCYS, Turn About, etc);

•Develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time to: (1) Assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making), (2) Identify interventions that the research suggests works to remove the barrier to success (Evidence-Based Intervention), and (3) Evaluate your intervention and evolve (Evaluation).

•Engage with identified staff (i.e. school counselor, school-based team leader) to provide a differentiated delivery of services based on student/school need. Include core (classroom guidance, workshop, assembly), supplemental (solution focused small group counseling), and intensive supports (individual counseling/advisement, referral to community resources). Utilize data-based decision making to close academic, social-emotional gaps by connecting all students with the services they need.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

•Soliciting feedback from parents regarding their comfort level in contacting teachers and administrators with questions or problems;

•During Open House, curriculum night, etc. ensure non-threatening methods of introducing parents to teachers and administrators;

•Offer fun, interactive tutorials to parents who are unfamiliar with the Parent Portal, listservs, and other forms of educational technology;

•Communicate classroom and school news to parents;

•Offer Professional Development concerning effective strategies for conducting supportive and effective parent phone calls and face-to-face meetings;

•Create the formats for inviting parent participation in the cultural education process;

•Positive notes, letters, phone calls home;

•Develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time to develop, implement and evaluate parent meetings/workshops on topics such as developing school success skills, and developing growth mindsets in children.

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

J. Michael Conley Elementary @ SouthWood embodies its purpose, vision and mission by building strong community partnerships; maintaining communication with all stakeholders; and continuously raising expectations for students, teachers and staff. The driving force of all decision-making at Conley 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 Conley will soar to higher heights.

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
Mays, Taka	Principal
Parrish, Janele	Assistant Principal
Urban, Lisa	Assistant Principal
Glenn, Kim	Instructional Coach
Pierre, Inika	Guidance Counselor

Duties

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

Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RTI, conducts assessment of RTI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development is provided to support RTI implementation and communicates with parents regarding school-based RTI plans and activities.

Select K-5 Teachers: Provide information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Education Teachers: Participate in student data collection, integrate core instructional activities/materials into Tier 3 instruction, and collaborate with the regular education teacher through such activities as co-teaching.

Reading Coach: Provides guidance on K-12 reading plan; Facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning' supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support of intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures, and identifies systematic patterns of student need with respect to language skills.

Student Service Personnel: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

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

There are two main groups that take the lead on tracking data for the purpose of progress monitoring MTSS. One is the Data Team. This group (principal, assistant principal, reading coach, ESE chair, counselor, school psychologist, district ESE rep.) meet every other month to review the data of intervention groups, Tier II and Tier III interventions. They reflect on the effectiveness of the process for identifying students, plan strategies for particular groups and concerns. The second group is the Intervention Assistance Team. This is comprised of the counselor, district rep, school psychologist, teacher(s), administration, social worker and parents, if needed. This groups meets twice monthly to review requests made by teachers, parents, administration, social worker or any other stakeholder. Individual students are discussed by reviewing the current progress, interventions, and the results of those. This group provides strategies and ideas to meet the needs of students and teachers. They support the progression of the RTI process.

The budget of the school is utilized to provide instructional material and supports that maximize student achievement. Each classroom is provided necessary material to support core curriculum, as well as material to intervene with struggling learners and those to challenge high achievers. A plethora of material is available, to include technology access and digital learning material. Professional development of teachers is supported with training provided at the school, substitutes are provided for teachers to attend district and state training opportunities. Homeless funds provide material, field trip fees, etc. for students to be able to participate in all school activities. SAI funds provide for teachers. Bully prevention materials and instruction are provided to the students through the guidance counselor and administration via school wide presentations and classroom guidance lessons.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Taka Mays	Principal
Yi Cauble	Parent
Jamie Abbott	Business/Community
Kuakii James	Parent
Carl Mikyska	Business/Community
Donna McNulty	Parent
LaToya Montgomery	Parent
Celeste Clemmons	Teacher
Kimberly Glenn	Education Support Employee
Maresa McKinley	Teacher
Tiffany Timmons	Teacher

Duties

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

Evaluation of last year's school improvement plan

The school improvement plan was presented to the SAC members for approval. After the presentation and discussion, SAC members voted to approve the School Improvement Plan.

Development of this school improvement plan

SAC members were given the FCAT results and the Climate Survey Results for 2012-13. They were able to monitor and give input into the development of the plan during the Draft stage. They voted to give final approval of the Plan.

Preparation of the school's annual budget and plan

This year, we will receive $5 per child. Financial ideas and decisions will be brought to the SAC committee, discussed, and voted on.
Florida Statute 24.121(5)(c) places the following requirements on School Improvement fund expenditures:
• School Improvement funds are for the purpose of enhancing school performance through development and implementation of a school improvement plan;
• Monies may be expended only on programs or projects selected by the School Advisory Council.
• Neither School District staff nor principals may override the recommendations of the School Advisory Council.
• The monies may not be used for capital improvements or for any project or program with a duration of more than one year; however, a School Advisory Council may independently determine that a program or project formerly funded under this paragraph should receive funds in a subsequent year.

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
Mays, Taka	Principal
Parrish, Janele	Assistant Principal
Urban, Lisa	Assistant Principal
Glenn, Kim	Instructional Coach
Weitzel, Linda	Instructional Media
Corder, Beth	Teacher, K-12
McKinley, Maresa	Teacher, K-12
Pierre, Inika	Guidance Counselor

Duties

Describe how the LLT promotes literacy within the school

This group of professionals is comprised of leaders in literacy. This team may include a literacy leader from each grade level, a reading coach, a representative from ESOL, a representative from ESE, and both administrators. The team uses data to establish the literacy goals for that school year. Once the

goals have been established, the team creates a plan of action and may meet monthly, (more if necessary) to assess progress towards accomplishing the goals. The team may promote and support literacy in a variety of ways: through the 2014 – 2015 Superintendent's Million Book Challenge, literacy nights, professional development, leaders coaching and/or modeling, summer literacy plans, addressing scheduling concerns, providing instructional and student resources and materials, and other initiatives.

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 Learning Team Meetings. The master schedule has been designed to provide consistent time for teachers to meet by common content. Research-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 decisions made through collaboration.

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

• Utilize the District's Human Resource Department to provide advice on all hiring and placement procedures
• Participate in job fairs, interview training, and personnel workshops designed to expedite the identification of the most talented instructional applicants
• Recruitment of highly qualified instructional personnel by means of strategic internet recruitment, office interviews, and recruitment events
• Monitor and assist all applicants in the hiring process in an effort to reduce length of hiring process and increase instructional time
• Establish and maintain relationships with colleges and officials in the field of education to promote the District
New teacher orientation with Principal
Partnering new teachers with veteran staff, Administration
New teacher mentoring-Celeste Clemons/Mentor; Administration

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

Celeste is a highly effective teacher, she has met the district's Beginning Teacher Program Mentor qualifications and successfully completed the district's Mentor Training Program.
Florida Educator Accomplished Practices will be the focus of bi-monthly meetings of the mentor and mentee(s). Release time is provided for required pre-observation conferences, classroom observations, and post-observation feedback conferences. Teachers are encouraged to participate in site based and district level training. School based training provides the opportunity for participating teachers to earn in-service points toward re-certification, comp time and/or stipends, when at all possible. The mentor provides small group time among new/beginning teachers to answer questions and provide 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

• alignment of curriculum and instructional materials to the Florida Standards (Programs)
• use of small learning communities; problem-solving, inquiry-driven research and analytical approaches for students; strategies and tools based on student needs; competency-based instruction; integrated digital instruction; and project-based instruction (Strategies)
Our school creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings 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 school can describe the RtI process, the use of tutorials, the use of intensive reading, or the use of small group instruction.
The school ensures every teacher contributes to literacy improvement of every student by:
•Holding meetings on a regular basis to make decisions about literacy instruction in the school.
Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS)
•Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs
•Creating a schedule with an uninterrupted 120 minute reading block
•Creating a schedule with an uninterrupted 45-60 minute math and writing block
Providing iii instruction based on student needs
•Providing instruction aligned with the Language Arts Florida Standards for their grade level
•Providing resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction)
•Administering assessments which measure instructed standards
•Monitoring progress at the class and grade level during Learning Team Meetings
•Conducting data chats with students
•Creating units of study based on current data
•Choosing methods of instruction based on the needs of students (modeled, guided practice, inquiry)
•Students receiving push-in/pull out services for ESE/ELL
•Providing LLI (Leveled Literacy Intervention) instruction
•Providing Process and Strategy charts for reminders of teaching

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year:

Strategy Rationale

Strategy Purpose(s)
""

Person(s) responsible for monitoring implementation of the strategy

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

Student Transition and Readiness

PreK-12 Transition

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

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

An orientation is provided at the school one evening in the spring for incoming kindergarteners and parents. Information about the expectations and requirements are shared, as well as tips for making the transition. Feeder preschool programs are welcomed to visit the school and tour classrooms and the campus. Prek students attending our school shadow a kindergarten class for a day, near the end of the school year. They are able to go to special areas, the lunchroom and follow the typical schedule of a kindergarten student.

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 discussion about student learning. School personnel can clearly link collaboration to improvement results in instructional practice 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

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

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

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

School Improvement Goals

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

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   As we begin a more complex state measure of ELA, our school goal for the 2015 FSA is to be within 10% (+/-) of our 67%previous proficiency rate as measured by the 2014 FCAT scores.

G2.   As we begin a more complex state measure of math, our school goal for the 2015 FSA is to be within 10% (+/-) of our 64% proficiency rate as measured by the 2014 FCAT scores

G3.   In grade 5, 70% of the students will achieve proficiency (Level 3, 4 or 5) on the 2015 FCAT Science

Strategic Goals Detail

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

G1. As we begin a more complex state measure of ELA, our school goal for the 2015 FSA is to be within 10% (+/-) of our 67%previous proficiency rate as measured by the 2014 FCAT scores. `1a`

🔍 G041170

Targets Supported `1b`

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

Resources Available to Support the Goal `2`

- Schedules, materials, manpower, professional development, planning time

Targeted Barriers to Achieving the Goal `3`

- Teachers need more experience and training with questioning, preparation, and delivery of inquiry lessons.

Plan to Monitor Progress Toward G1. `8`

Classroom observation tools; various classroom assessment

Person Responsible

Taka Mays

Schedule

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

Evidence of Completion

Appropriate benchmark assessments; classroom observation tools; various classroom assessment, FSA scores.

G2. As we begin a more complex state measure of math, our school goal for the 2015 FSA is to be within 10% (+/-) of our 64% proficiency rate as measured by the 2014 FCAT scores `1a`

`G041171`

Targets Supported `1b`

Indicator	Annual Target
FSA - Mathematics - Proficiency Rate	70.0

Resources Available to Support the Goal `2`

- Schedules, additional staff members, materials, professional development

Targeted Barriers to Achieving the Goal `3`

- Teachers' lack of knowledge for progress monitoring strategies, and how to use data to increase students' performance with proper instructional strategies.

Plan to Monitor Progress Toward G2. `8`

Classroom observation tools; various classroom assessments, math interventions and support

Person Responsible

Taka Mays

Schedule

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

Evidence of Completion

Student progress and growth as measured with FSA scores and grade level assessments

G3. In grade 5, 70% of the students will achieve proficiency (Level 3, 4 or 5) on the 2015 FCAT Science

1a

G041172

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	70.0

Resources Available to Support the Goal 2

- Teachers, Man Power, Textbook , Professional Development

Targeted Barriers to Achieving the Goal 3

- Inconsistent utilization of in-depth hands-on science activities

Plan to Monitor Progress Toward G3. 8

Implement the science lab schedule, lesson plan review, observations, student performance

Person Responsible
Taka Mays

Schedule
Weekly, from 10/20/2014 to 6/1/2015

Evidence of Completion
Observations, assessments, checklist, feedback, FCAT scores

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 complex state measure of ELA, our school goal for the 2015 FSA is to be within 10% (+/-) of our 67%previous proficiency rate as measured by the 2014 FCAT scores. 1

🔑 G041170

G1.B1 Teachers need more experience and training with questioning, preparation, and delivery of inquiry lessons. 2

🔑 B099827

G1.B1.S1 Professional Development 4

🔑 S111084

Strategy Rationale

Action Step 1 5

Professional guidance and assistance from district personnel

Person Responsible

Taka Mays

Schedule

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

Evidence of Completion

Strategies incorporated in lesson plans, demonstrated during classroom walkthroughs, informal and formal observations, student performance on assessments (SM5, AR, STAR, Core curriculum, FSA)

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

Lesson plans, classroom instruction, data (SM5, AR/STAR, Benchmark assessments, Core Curriculum Assess., FSA scores)

Person Responsible

Taka Mays

Schedule

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

Evidence of Completion

Student performance on assessments, report card grades, lesson plans, observed instruction, and FSA scores.

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

Student data

Person Responsible

Taka Mays

Schedule

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

Evidence of Completion

Student performance

G2. As we begin a more complex state measure of math, our school goal for the 2015 FSA is to be within 10% (+/-) of our 64% proficiency rate as measured by the 2014 FCAT scores 1

🔍 G041171

G2.B1 Teachers' lack of knowledge for progress monitoring strategies, and how to use data to increase students' performance with proper instructional strategies. 2

🔍 B099830

G2.B1.S1 Provide teachers wtih progress monitoring strategies at bi-monthly progress monitoring meetings. Train all teachers to use SM5 for monitoring. Use weekly grade level meetings to identify instructional strategies to meet the needs of lowest 25%. 4

🔍 S111087

Strategy Rationale

Action Step 1 5

Provide teachers training to become more proficient in implementing SM5 instructional tools/ strategies to meet the needs of struggling learners.

Person Responsible

Taka Mays

Schedule

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

Evidence of Completion

Student progress and growth on SM5, classroom assessments, benchmark assessments, and FSA scores.

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

Review of lesson plans, observation of instruction by administration,

Person Responsible

Taka Mays

Schedule

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

Evidence of Completion

Student progress and growth, SM5 performance, teacher performance records

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

Lesson plans, classroom instruction, data (SM5, Benchmark assessments, Core Curriculum Assess.scores)

Person Responsible

Taka Mays

Schedule

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

Evidence of Completion

Student progress and growth, student SM5 performance

G3. In grade 5, 70% of the students will achieve proficiency (Level 3, 4 or 5) on the 2015 FCAT Science 1

G041172

G3.B1 Inconsistent utilization of in-depth hands-on science activities 2

B099834

G3.B1.S1 Organize and inventory existing science equipment to set up and provide a "science lab" environment for hands-on, inquiry learning. 4

S111090

Strategy Rationale

Action Step 1 5

Set up a science lab environment and schedule of classroom usage

Person Responsible

Taka Mays

Schedule

Weekly, from 10/20/2014 to 6/1/2015

Evidence of Completion

Disaggregation of baseline, mid-year, and unit assessments data to drive further instruction.

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

A timeline of implementation tasks will be developed and monitored

Person Responsible

Taka Mays

Schedule

Monthly, from 10/20/2014 to 6/1/2015

Evidence of Completion

Schedule will be followed and classrooms will utilize the lab

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

Student performance on science assessments

Person Responsible

Taka Mays

Schedule

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

Evidence of Completion

Student grades

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	Professional guidance and assistance from district personnel	Mays, Taka	8/18/2014	Strategies incorporated in lesson plans, demonstrated during classroom walkthroughs, informal and formal observations, student performance on assessments (SM5, AR, STAR, Core curriculum, FSA)	6/1/2015 monthly
G2.B1.S1.A1	Provide teachers training to become more proficient in implementing SM5 instructional tools/strategies to meet the needs of struggling learners.	Mays, Taka	8/18/2014	Student progress and growth on SM5, classroom assessments, benchmark assessments, and FSA scores.	6/1/2015 weekly
G3.B1.S1.A1	Set up a science lab environment and schedule of classroom usage	Mays, Taka	10/20/2014	Disaggregation of baseline, mid-year, and unit assessments data to drive further instruction.	6/1/2015 weekly
G1.MA1	Classroom observation tools; various classroom assessment	Mays, Taka	8/18/2014	Appropriate benchmark assessments; classroom observation tools; various classroom assessment, FSA scores.	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
G1.B1.S1.MA1	Student data	Mays, Taka	8/18/2014	Student performance	6/1/2015 weekly
G1.B1.S1.MA1	Lesson plans, classroom instruction, data (SM5, AR/STAR, Benchmark assessments, Core Curriculum Assess., FSA scores)	Mays, Taka	8/18/2014	Student performance on assessments, report card grades, lesson plans, observed instruction, and FSA scores.	6/1/2015 weekly
G2.MA1	Classroom observation tools; various classroom assessments, math interventions and support	Mays, Taka	8/18/2014	Student progress and growth as measured with FSA scores and grade level assessments	6/1/2015 weekly
G2.B1.S1.MA1	Lesson plans, classroom instruction, data (SM5, Benchmark assessments, Core Curriculum Assess.scores)	Mays, Taka	8/18/2014	Student progress and growth, student SM5 performance	6/1/2015 weekly
G2.B1.S1.MA1	Review of lesson plans, observation of instruction by administration,	Mays, Taka	8/18/2014	Student progress and growth, SM5 performance, teacher performance records	6/1/2015 weekly
G3.MA1	Implement the science lab schedule, lesson plan review, observations, student performance	Mays, Taka	10/20/2014	Observations, assessments, checklist, feedback, FCAT scores	6/1/2015 weekly
G3.B1.S1.MA1	Student performance on science assessments	Mays, Taka	8/18/2014	Student grades	6/1/2015 weekly
G3.B1.S1.MA1	A timeline of implementation tasks will be developed and monitored	Mays, Taka	10/20/2014	Schedule will be followed and classrooms will utilize the lab	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 Opportuntities

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

G1. As we begin a more complex state measure of ELA, our school goal for the 2015 FSA is to be within 10% (+/-) of our 67%previous proficiency rate as measured by the 2014 FCAT scores.

G1.B1 Teachers need more experience and training with questioning, preparation, and delivery of inquiry lessons.

G1.B1.S1 Professional Development

PD Opportunity 1

Professional guidance and assistance from district personnel

Facilitator

Stu and Liz Greenberg

Participants

Teachers

Schedule

Monthly, 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**
Grand Total	**0**