Kate Sullivan Elementary School

2014-15 School Improvement Plan

Kate Sullivan Elementary School

927 MICCOSUKEE RD, Tallahassee, FL 32308

[no web address on file]

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	No	50%

Alternative/ESE Center	Charter School	Minority
No	No	56%

School Grades History

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

School Board Approval

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

SIP Authority and Template

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

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

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

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

The mission of Kate Sullivan Elementary is to prepare students to become responsible, respectful independent learners equipped with the critical thinking skills necessary to compete in our global society.

Provide the school's vision statement

Kate Sullivan will be an engaging, safe, respectful learning environment that embraces change and produces successful learners who value diversity and are conscientious contributors to our society.

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 level, including but not limited to:
-History of Holocaust
-History of Africans and African Americans
-Hispanic Contributions
-Women's Contributions
-Sacrifices of Veteran
We also:
- Ensure that relationship-building is a clear priority
- Attend District provided Professional Development on multi-cultural offerings.
-Embed cultural activities with curriculum and daily course work
- Provide professional development to staff on increasing positive interactions with students

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

Our school creates an environment where students feel safe and respected before, during and after school by:
- Provide professional development on social-emotional learning and it's relationship to creating a positive, caring, and supportive school community (such a whole, small. and individualized instruction opportunity).
- 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.
- Adults across the campus will clarify their expectations for positive interpersonal interactions and create the structures and processes for reporting violations of bullying /harassment/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.
-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

At Kate Sullivan we:
- Ensure teacher are trained in Classroom management strategies (PBS, CHAMPS, etc.)
- Ensure differentiation of instruction is taking place to meet the needs of all students. Teacher will convey and review expectations for each learning activity.
- Make references to behavioral expectation when providing students with positive feedback.
- Class meeting will occur on a frequent basis to include students feedback.
- School-wide recognition system is in place

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

At Kate Sullivan we:
- Have a operational school based team that meets weekly to discuss students with barriers to academic and social success.
- Provide mentors assigned to students identified with concerns
- Provide instruction and various campus activities that address social/emotional needs of students.
- Engage with identified staff to provide a differentiated deliver of services based on student/school need. Include core , supplemental, and intensive supports. We utilize data-based decision making to close academic and social-emotional equity gaps by connecting all students with the services they need.

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
Stephens, Pam	Principal
Myers, Sylvia	Assistant Principal
	Instructional Coach
Penn, Elizabeth	Teacher, K-12
Gove, Janet	Teacher, K-12
Dottie, Schaffner	Teacher, K-12

Duties

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

General Education Teacher- It is the teachers' responsibility to provide instruction and supplemental instruction based on the level of support (tiered instruction) needed by each individual student. The teacher is also responsible for collecting data at each tier and to measure the efficacy of the supports so that meaningful decisions can be made about which instruction and interventions should be maintained and layered.
Exceptional Student Education Teacher- It is the teachers' responsibility to provide instruction and

supplemental instruction based on the level of support (Tier 3) needed by each individual student. The teacher is also responsible for collecting data at each tier and to measure the efficacy of the supports so that meaningful decisions can be made about which instruction and interventions should be maintained and layered. The Exceptional Student Education and regular education teacher will help in the development of the Individualized Educational Plans.

Administrators- To ensure that teachers have the resources needed to provide instruction and supplemental instruction based on the level of support (tiered instruction) needed by each individual student. The administrator is also responsible monitoring the collecting of data at each tier that measures the efficacy of the supports so that meaningful decisions can be made about which instruction and interventions should be maintained and layered. The administrator also communicates with parents regarding the school-based problem solving process and plan.

School Psychologist- To assist with the steps that should be taken in the case that a student is not making adequate progress or responding to the interventions as expected. The school psychologist may conduct testing and classroom observations to determine if there is a cognitive or behavioral impact on how students respond to interventions. The school psychologist is also responsible monitoring the collecting and the analysis of data at each tier that measures the efficacy of the supports so that meaningful decisions can be made about which instruction and interventions should be maintained and layered.

Program Specialist- To assist with the steps that should be taken in the case that a student is not making adequate progress or responding to the interventions as expected. The program specialist may conduct testing and classroom observations to determine if there is a cognitive or behavioral impact on how students respond to interventions. The program specialist is also responsible monitoring the collecting of data at each tier that measures the efficacy of the supports so that meaningful decisions can be made about which instruction and interventions should be maintained and layered. The program specialist may also help in the development of the Individualized Educational Plans.

Social Worker- To assist with the steps that should be taken in the case that a student is not making adequate progress or responding to the interventions as expected. The social worker may collect information and conduct classroom observations to determine if there is a social impact on how students respond to interventions. The social worker is also responsible monitoring the collecting of data at each tier that measures the efficacy of the supports so that meaningful decisions can be made about which instruction and interventions should be maintained and layered.

Referral Coordinator- The referral coordinator is responsible for scheduling and proceeding over problem solving meetings. The referral coordinator collects and distributes forms necessary to facilitate interventions, response to interventions, testing permission and results, and the development of the Individual Education Plan.

Reading Coach- Provides guidance on the K-5 reading plan; facilitates and supports data collections activities, assist in data analysis, provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of tiered instruction and intervention plans.

Speech and Language Pathologist- Educates the team in the role language plays in curriculum, assessment, and intervention with individual student, as a basis for appropriate program design; assist in the selection of screening measures; and helps to identify systematic patterns of student needs with respect to speech and language skills.

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 Multi-Tiered System of Supports is an evidenced-based model of schooling that uses data-based problem-solving to integrate academic and behavioral instruction and intervention. To ensure the

effectiveness of core instruction, by identifying trends and patterns using school-wide and grade-level data. Resources are allocated in direct proportion to student needs. The MTSS is a continuum of integrated academic and behavior supports reflecting the needs for students to have fluid access to instruction and supports of varying intensity levels. Students who need interventions beyond what is administered to all students, supplemental interventions are delivered individually or in small groups at increasing levels of intensity. These levels are tiers. Data collected at each tier are used to measure the efficacy of the supports so that meaningful decisions can be made.

School Advisory Council (SAC)

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

Name	Stakeholder Group
La'Tara Osborne	Parent
Jamie Steed	Parent
Emerson Thompson	Parent
Amy Hartman	Parent
Kitty Draa	Parent
Kate Kile	Parent
Janet Tashner	Parent
Kirsten Olson-Doolen	Parent
Derek Bell	Parent
Gale Whitehead	Teacher
Ezzie Goldman	Teacher
Lisa Neihaus	Teacher
Jan Gove	Teacher
Elizabeth Penn	Teacher
Pamela Stephens	Principal
Marla Williams	Education Support Employee
Wendy Barber	Business/Community
	Student

Duties

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

Evaluation of last year's school improvement plan

The School Improvement Committee evaluated the plan based on student progress, as well as teacher, parent, and administrative feedback.

Development of this school improvement plan

The School Improvement Committee reviewed the researched based strategies proposed by the School Improvement Committees to increase student achievement. The committee also reviewed the school's learning goals in reading, math, science, and STEM. In addition, SAC provided valuable feedback on the strategies and goals outlined in the School Improvement Plan.

Preparation of the school's annual budget and plan

The School Advisory Committee voted on and approved instructional materials to be purchased with the School Improvement dollars.

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

N/A

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
Gove, Janet	Teacher, K-12
Capen, Kelli	Teacher, ESE
Bodiford, Samantha	Teacher, K-12
Brown, Opal	Teacher, K-12
Campbell, Leigh-Ann	Teacher, K-12
Dabit, Nari	Teacher, K-12
	Instructional Coach
Lata, Rebecca	Teacher, K-12
McHaffie, Barbara	
McWade-Murray, Marlynn	Teacher, K-12
Shaffer, Ashley	Teacher, K-12
Robinson, Beverly	Teacher, K-12
Stephens, Pam	Principal
Myers, Sylvia	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

Celebrate Literacy Week- Celebrate Literacy week will be a way to re-energize teachers, parents, staff, and students and get them reading! The week will be packed with activities that involve the community and stakeholder in featuring books, highlighting authors, sharing favorite book characters, and promoting school-wide reading with the Accelerate

Implementing Common Core Strategies- One of the goals of the LLT is to not only prepare students for high-stakes testing, but to build stronger readers. Professional development and instructional team meetings will be scheduled to assist teachers with planning reading tasks that encourage higher-order thinking processes that include text dependent questioning and text dependent writing.

Teachers will be expected to provide opportunities for students to cite evidence and support their answers to reading questions through writing, Think-Pair-Share and Think-Pair-Write.

Overseeing Intervention Programs/Progress Monitoring/Instructional Team Meetings- The LLT team will work together to monitor the implementation of the intervention programs being used. The LLT will meet each nine weeks to disaggregate reading data and make instructional decisions based on the data determination. Ongoing professional development opportunities will also be based on student reading data.

Curriculum Night- Curriculum nights will be held to give parents information on the reading expectations and shifts. Parents will also be given an overview of the reading programs, interventions, and assessments. Providing this information to parents will help them to better understand what their students need to do to demonstrate that they can read at or above grade level and how they (the parents) can assist with increasing the student proficiency and the learning gains for students.

Mentor Program- Mentors will be provided to students who are recommended by teachers and/or administrators based on a student's behavior and academic history. Students who have mentors will have the opportunity to work with these volunteers on activities that support and build literacy.

Reading Buddies- Reading Buddies pairs intermediate readers with primary readers once a week. Classes match up and meet to read Accelerated Readers. Either the younger students reads to the older students or perhaps the older student will do the reading. This collaborative effort will assist students in grades K-2 to meet their AR goals and in some cases provides struggling readers in grades 3-5 with more opportunities to read aloud. In both cases, the purpose of Reading Buddies is to increase fluency and reading comprehension.

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

Our venue for encouraging positive working relationships between teachers is participation in Learning Team Meeting. The master schedule has been designed to provide consistent time for teacher to meet by grade levels . Researched-based protocols are utilized to focus 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

Administrative Team and Teacher Leaders will be responsible for the following recruitment and retainment strategies:
- A team of teachers will be involved in the interview process to hire new highly qualified teachers.
- Professional Learning Communities will meet to provide support new teachers.
- The district will host job fairs to recruit highly effective teachers.
- Professional development will be provided based on evaluations and observations.
- The administrative team will conduct classroom walk-throughs through iObservation and provide feedback to teachers.
Administrative Team and Mentor Teachers will be responsible for the following recruitment and retainment strategies:
- Beginning teacher will receive formal and informal evaluations within the first 60 days of employment. The data collected during the evaluation is used to identify strengths and areas of need.

- Beginning teachers are assigned highly effective mentors that meet with them regularly to provide positive support and assist areas of need.

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

Our teacher mentoring program is an effective method that develops and retaining high quality classroom teachers. Both the mentor and the mentee benefit from relationships that encourage reflection on the practice of teaching. Our comprehensive mentoring program involves both beginning teachers and experienced teachers who are new to the school or grade level and/or identified as being in need of improvement. The teachers will also participate in the Beginning Teacher program for Leon County Schools and ACT (Awesome (New) Crocodile Teachers) school-based beginning teacher program.
The teacher mentoring activities include:
- Structured guidance and regular support
- Mentor teachers will help teachers to improve their practice of teaching and develop their instructional skills
- Observation and feedback to beginning teachers
- Observation of the mentor teacher by the mentee
Beginning Teacher- Haley Williams is paired with Gia Kenon, veteran 1st grade teacher. Ms. Kenon will work along side Ms. Williams to ensure that she is supported in her growth and development as a teacher.
Beginning Teacher- Carmen Cox is paired with Nancy Groover, veteran 3rd grade teacher. Mrs. Groover will work along side Mrs. Cox to ensure that she is supported in her growth and development as a teacher.
Beginning Teacher- Nari Dabit is paired with Joseph Miller, veteran 5th grade teacher. Mr. Miller will work along side Mrs. Dabit to ensure that she is supported in her growth and development as a teacher.

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

The school utilizes curriculum selected by the district that meets the Florida State Standards. 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. The 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 schools uses Response to Interventions to monitor student progress and determine what services implemented or that should be added to provide students with the optimum learning opportunities. We use intensive reading instruction, the use of small groups to supplement the whole group grade level reading instruction. The school ensures every teacher contributes to literacy improvement to every student by:
- Holding meeting 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.
- Creating a schedule with an uninterrupted 90 minute reading block
- Creating a schedule with an uninterrupted 45-60 minute intervention/enrichment block
- Creating a schedule that builds in science and social studies instruction with integrated math and reading.
- Providing tiered instruction, based on student need.
- Providing resources to support instruction
- Administering assessments that measure standards
- Monitoring progress at the class and grade level during progress monitoring and team meetings
- Conducting data chats with students
- Students receive pull-out

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:

N/A

Strategy Rationale

N/A

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

N/A

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

1) FLKRS- All incoming Kindergarteners are screened at the beginning of the year to determine their readiness for Kindergarten. (August 19-September 30th)
2) AIMS Web testing is used to progress monitor students who are struggling with grade level appropriate skills. (Year-round)
3) Students are assessed to determine if there is a need for intervention reading instruction and provided with additional reading support if deemed necessary. (August 19-September 3/As determined by student performance)
4) Students articulating from a Pre-K program into Kindergarten that are Developmentally Delayed are monitored or served by the Exceptional Student Education teacher until their birthday or time designated by the IEP. Determination for continued support is also determined during their Kindergarten year.

5) Orientation (August), Open House (September), and Curriculum night (TBA) are several opportunities for parents to be informed of the the school and classroom procedures and expectations.
6) Reading Buddies pair Kindergarten students and intermediate students together to practice reading skills through picture books (Accelerated Reading). (Year-Round)

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

N/A

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

N?A

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

N/A

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

N/A

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.   Fifty-nine to 73% of the students will score Level 3 or above on the 2014 FSA English and Language Arts assessment.

G2.   Sixty-one to 75% of students will make adequate learning gains according to the FSA Math assessment.

G3.   Sixty-two percent of students will score a Level 3 or more according the FCAT Science 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

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G1. Fifty-nine to 73% of the students will score Level 3 or above on the 2014 FSA English and Language Arts assessment. [1a]

Targets Supported [1b]

G041201

Indicator	Annual Target
AMO Reading - All Students	74.0
AMO Math - All Students	69.0
FCAT 2.0 Science Proficiency	60.0

Resources Available to Support the Goal [2]

- Wonders Intervention/Enrichment Materials Supplemental Intervention Curriculum Pull-Out Reading Interventions and Enrichment Professional Development Related to Reading Using Reading Data to Drive Instruction with Progress Monitoring

Targeted Barriers to Achieving the Goal [3]

- Students lack the ability to effectively read complex text, answer comprehension questions related to complex text, while citing evidence from the text..

- Teachers providing a variety of methods to differentiate (including Tier 2 and Tier 3) instruction.

- Lack of time to collaborate among and between grade levels.

- Effectively utilizing progress-monitoring data to drive instruction.

Plan to Monitor Progress Toward G1. [8]

Focused staff development, instructional, Literacy and administrative team meetings.

Person Responsible

Schedule
On 5/29/2015

Evidence of Completion
Lesson plans, classroom observations, and progress monitoring

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G2. Sixty-one to 75% of students will make adequate learning gains according to the FSA Math assessment. 1a

🔍 G041202

Targets Supported 1b

Indicator	Annual Target
	70.0

Resources Available to Support the Goal 2

- Go Math! Enrichment, Re-teach, and Remediation components Professional Development Thinking Math Strategies

Targeted Barriers to Achieving the Goal 3

- Lack of time to collaborate among and across the grade levels.

- Ineffectively utilizing progress monitoring data to drive instruction.

- Students lack background knowledge and critical thinking skills.

Plan to Monitor Progress Toward G2. 8

Allowed time for collaboration and professional development

Person Responsible

Schedule

Evidence of Completion

Notes from meetings

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G3. Sixty-two percent of students will score a Level 3 or more according the FCAT Science Assessment.
1a

🔑 G041203

Targets Supported 1b

Indicator	Annual Target
	60.0

Resources Available to Support the Goal 2

- Science Lab STEM Learning Opportunities Integrated Science in Reading and Math

Targeted Barriers to Achieving the Goal 3

- Lack of time to collaborate among and across the grade levels.

- Effectively utilizing progress monitoring data to drive instruction.

- Students lack background knowledge and critical thinking skills.

Plan to Monitor Progress Toward G3. 8

Allowed time for collaboration and professional development

Person Responsible

Schedule

Evidence of Completion
Notes from meetings

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. Fifty-nine to 73% of the students will score Level 3 or above on the 2014 FSA English and Language Arts assessment. 1

🔑 G041201

G1.B1 Students lack the ability to effectively read complex text, answer comprehension questions related to complex text, while citing evidence from the text.. 2

🔑 B099865

G1.B1.S1 Focused staff development meetings, instructional team meetings, and administrative team meetings. 4

🔑 S111121

Strategy Rationale

Action Step 1 5

Expectations of running instructional team meetings

Person Responsible

Schedule

Evidence of Completion

Team meeting notes

Action Step 2 `5`

Focused staff development meetings

Person Responsible

Schedule

Evidence of Completion

Classroom observations and progress monitoring

Action Step 3 `5`

Administrative Team Meetings

Person Responsible

Schedule

On 6/2/2015

Evidence of Completion

Progress Monitoring

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

Walk-throughs, informal and formal observations, and lesson plans

Person Responsible

Pam Stephens

Schedule

On 5/29/2015

Evidence of Completion

iObservation evaluation documentation

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

Progress monitoring

Person Responsible

Schedule

On 6/2/2015

Evidence of Completion

Summative and formative assessments

G1.B1.S2 Implement Florida State Standards `4`

🔑 S111122

Strategy Rationale

Action Step 1 `5`

Demonstrations and observations

Person Responsible

Schedule

Evidence of Completion

Classroom observations and lesson plans

Action Step 2 `5`

Lesson Plan Reviews

Person Responsible

Schedule

Evidence of Completion

Lesson Plan review forms and iObservation documentation

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Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Person Responsible

Schedule

Evidence of Completion

G1.B1.S3 Implementation and usage of rubrics accompanied by learning goals. 4

🔑 S111123

Strategy Rationale

Action Step 1 5

Professional development

Person Responsible

Schedule

Evidence of Completion

Agenda

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Walk-throughs, informal and formal observations

Person Responsible

Schedule

Evidence of Completion

iObservation evaluation documentation

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Person Responsible

Schedule

Evidence of Completion

G1.B2 Teachers providing a variety of methods to differentiate (including Tier 2 and Tier 3) instruction. 2

🔑 B099866

G1.B2.S1 Professional development that focuses on teaching reading to students with different reading needs. 4

🔑 S111124

Strategy Rationale

Action Step 1 5

Professional Development

Person Responsible

Schedule

Evidence of Completion

Agendas and sign-in

Plan to Monitor Fidelity of Implementation of G1.B2.S1 `6`

Agendas

Person Responsible

Schedule

Evidence of Completion

Check-off and sign-in sheets

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 `7`

Walk-throughs, formal and informal observations and lesson plans

Person Responsible

Schedule

Evidence of Completion

Evaluation feedback

Leon - 0031 - Kate Sullivan Elem. School - 2014-15 SIP

Kate Sullivan Elementary School

G2. Sixty-one to 75% of students will make adequate learning gains according to the FSA Math assessment.
1

G041202

G2.B1 Lack of time to collaborate among and across the grade levels. 2

B099869

G2.B1.S1 Focused staff development meetings that encourage collaboration among and across the grade levels. 4

S111125

Strategy Rationale

Action Step 1 5

Collaboration opportunities

Person Responsible

Schedule

Evidence of Completion

Agendas

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

Agendas and sign-in sheets

Person Responsible

Schedule

Evidence of Completion

Agendas and sign-in sheets

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

Progress monitoring data

    Person Responsible

    Schedule

    Evidence of Completion

    Data collected from summative and formative data

Plan to Monitor Fidelity of Implementation of G2.B2.S1 `6`

    Person Responsible

    Schedule

    Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 `7`

    Person Responsible

    Schedule

    Evidence of Completion

Leon - 0031 - Kate Sullivan Elem. School - 2014-15 SIP

Kate Sullivan Elementary School

G3. Sixty-two percent of students will score a Level 3 or more according the FCAT Science Assessment. 1

G041203

G3.B1 Lack of time to collaborate among and across the grade levels. 2

B099872

G3.B1.S1 Focused staff development meetings that encourage collaboration among and across the grade levels. 4

S111128

Strategy Rationale

Action Step 1 5

Staff Development Meetings

Person Responsible

Schedule

Evidence of Completion

Agendas and sign-in sheets

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

Classroom walk-throughs, informal and formal observations, and lesson plans

Person Responsible

Schedule

Evidence of Completion

Evaluation feedback and lesson plan review forms

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

Progress monitoring of summative and formative assessments

Person Responsible

Schedule

Evidence of Completion

Students demonstrate satisfactory progress on summative and formative assessments

G3.B2 Effectively utilizing progress monitoring data to drive instruction. `2`

`🔍 B099873`

G3.B2.S1 Monthly progress monitoring meetings to determine if instruction is improving student achievement of students in the lowest quartile. `4`

`🔍 S111130`

Strategy Rationale

Action Step 1 `5`

Progress monitoring meetings

Person Responsible

Schedule

Evidence of Completion

Data compiled in notebooks

Plan to Monitor Fidelity of Implementation of G3.B2.S1 `6`

Progress Monitoring Notebooks

Person Responsible

Schedule

Evidence of Completion

Data compiled in notebooks, agendas

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 [7]

Data that records students response to instruction

Person Responsible

Schedule

Evidence of Completion

Data compiled in notebooks, summative assessment data

G3.B3 Students lack background knowledge and critical thinking skills. [2]

🔍 B099874

G3.B3.S1 Provide students with real-world and concrete examples to help conceptualize and solve complex science concepts. [4]

🔍 S111131

Strategy Rationale

Action Step 1 [5]

Classroom walk-throughs, informal and formal observations, and lesson plans

Person Responsible

Schedule

Evidence of Completion

Evaluation feedback

Plan to Monitor Fidelity of Implementation of G3.B3.S1 [6]

Evaluations

Person Responsible

Schedule

Evidence of Completion

Evaluation feedback

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 `7`

Progress monitoring data on formative and summative assessments

Person Responsible

Schedule

Evidence of Completion

Summative assessment data collection

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	Expectations of running instructional team meetings		Team meeting notes	one-time	
G1.B1.S2.A1	Demonstrations and observations		Classroom observations and lesson plans	once	
G1.B1.S3.A1	Professional development		Agenda	once	
G1.B2.S1.A1	Professional Development		Agendas and sign-in	one-time	
G2.B1.S1.A1	Collaboration opportunities		Agendas	once	
G3.B1.S1.A1	Staff Development Meetings		Agendas and sign-in sheets	once	
G3.B2.S1.A1	Progress monitoring meetings		Data compiled in notebooks	once	
G3.B3.S1.A1	Classroom walk-throughs, informal and formal observations, and lesson plans		Evaluation feedback	one-time	
G1.B1.S1.A2	Focused staff development meetings		Classroom observations and progress monitoring	one-time	
G1.B1.S2.A2	Lesson Plan Reviews		Lesson Plan review forms and iObservation documentation	once	
G1.B1.S1.A3	Administrative Team Meetings		8/18/2014	Progress Monitoring	6/2/2015 one-time
G1.MA1	Focused staff development, instructional, Literacy and administrative team meetings.		8/18/2014	Lesson plans, classroom observations, and progress monitoring	5/29/2015 one-time
G1.B1.S1.MA1	Progress monitoring		8/18/2014	Summative and formative assessments	6/2/2015 one-time
G1.B1.S1.MA1	Walk-throughs, informal and formal observations, and lesson plans	Stephens, Pam	8/18/2014	iObservation evaluation documentation	5/29/2015 one-time
G1.B2.S1.MA1	Walk-throughs, formal and informal observations and lesson plans		Evaluation feedback	one-time	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.MA1	Agendas		Check-off and sign-in sheets	one-time	
G1.B1.S2.MA1	[no content entered]			once	
G1.B1.S2.MA1	[no content entered]			once	
G1.B1.S3.MA1	[no content entered]			once	
G1.B1.S3.MA1	Walk-throughs, informal and formal observations		iObservation evaluation documentation	once	
G2.MA1	Allowed time for collaboration and professional development		Notes from meetings	once	
G2.B1.S1.MA1	Progress monitoring data		Data collected from summative and formative data	once	
G2.B1.S1.MA1	Agendas and sign-in sheets		Agendas and sign-in sheets	once	
G2.B2.S1.MA1	[no content entered]			once	
G2.B2.S1.MA1	[no content entered]			once	
G3.MA1	Allowed time for collaboration and professional development		Notes from meetings	one-time	
G3.B1.S1.MA1	Progress monitoring of summative and formative assessments		Students demonstrate satisfactory progress on summative and formative assessments	once	
G3.B1.S1.MA1	Classroom walk-throughs, informal and formal observations, and lesson plans		Evaluation feedback and lesson plan review forms	once	
G3.B2.S1.MA1	Data that records students response to instruction		Data compiled in notebooks, summative assessment data	once	
G3.B2.S1.MA1	Progress Monitoring Notebooks		Data compiled in notebooks, agendas	once	
G3.B3.S1.MA1	Progress monitoring data on formative and summative assessments		Summative assessment data collection	one-time	
G3.B3.S1.MA1	Evaluations		Evaluation feedback	one-time	

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. Fifty-nine to 73% of the students will score Level 3 or above on the 2014 FSA English and Language Arts assessment.

G1.B1 Students lack the ability to effectively read complex text, answer comprehension questions related to complex text, while citing evidence from the text..

G1.B1.S1 Focused staff development meetings, instructional team meetings, and administrative team meetings.

PD Opportunity 1

Focused staff development meetings

Facilitator

Curriculum Developers Sylvia Myers Teacher Leaders

Participants

All classroom teachers

Schedule

G1.B1.S3 Implementation and usage of rubrics accompanied by learning goals.

PD Opportunity 1

Professional development

Facilitator

Teacher Leader

Participants

All students

Schedule

G1.B2 Teachers providing a variety of methods to differentiate (including Tier 2 and Tier 3) instruction.

G1.B2.S1 Professional development that focuses on teaching reading to students with different reading needs.

PD Opportunity 1

Professional Development

Facilitator

Teacher Leaders District Curriculum Developer

Participants

All teacher

Schedule

G3. Sixty-two percent of students will score a Level 3 or more according the FCAT Science Assessment.

G3.B1 Lack of time to collaborate among and across the grade levels.

G3.B1.S1 Focused staff development meetings that encourage collaboration among and across the grade levels.

PD Opportunity 1

Staff Development Meetings

Facilitator

Teacher Leaders District Math Developers District SuccessMaker Specialist

Participants

All teachers

Schedule

G3.B2 Effectively utilizing progress monitoring data to drive instruction.

G3.B2.S1 Monthly progress monitoring meetings to determine if instruction is improving student achievement of students in the lowest quartile.

PD Opportunity 1

Progress monitoring meetings

Facilitator

Administrators

Participants

All teachers

Schedule

G3.B3 Students lack background knowledge and critical thinking skills.

G3.B3.S1 Provide students with real-world and concrete examples to help conceptualize and solve complex science concepts.

PD Opportunity 1

Classroom walk-throughs, informal and formal observations, and lesson plans

Facilitator

Teacher Leaders District Curriculum Developers

Participants

All teachers

Schedule

Technical Assistance Items

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

G1. Fifty-nine to 73% of the students will score Level 3 or above on the 2014 FSA English and Language Arts assessment.

G1.B1 Students lack the ability to effectively read complex text, answer comprehension questions related to complex text, while citing evidence from the text..

G1.B1.S1 Focused staff development meetings, instructional team meetings, and administrative team meetings.

PD Opportunity 1

Administrative Team Meetings

Facilitator

Team Leader

Participants

Grade Level Teams

Schedule

On 6/2/2015

Budget Rollup

Summary	
Description	**Total**
Grand Total	**0**