

Killearn Lakes Elementary School



2014-15 School Improvement Plan

Killearn Lakes Elementary School

8037 DEER LAKE DR E, Tallahassee, FL 32312

[no web address on file]

School Demographics

School Type

Elementary

Title I

No

Free/Reduced Price Lunch

12%

Alternative/ESE Center

No

Charter School

No

Minority

22%

School Grades History

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	1	Melissa Ramsey
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Killearn Lakes Elementary School provides students with an optimal learning environment to create and develop lifelong learners.

Provide the school's vision statement

Killearn Lakes will be an engaging, safe and 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

Killearn Lakes learns about students' cultures and build relationships between teachers and students through our back to school orientation, Open House, and parent/teacher conferences. In addition, we have family nights, PTO meetings, SAC meetings and utilize climate and teacher surveys. to help build healthy, positive relationships. Our school infuses 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: 1) history of Holocaust 2) history of African Americans 3) Hispanic contributions 4) Women's contributions 5) Sacrifices of Veterans 6) Patriotic programs

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

At Killearn Lakes, the administration, faculty, and staff create an environment where students feel safe and respected before, during and after school. A behavior management program called "Positive Behavior Support" is implemented throughout the school. In addition, we have the Leprachaun Leaders program which is designed to encourage students to be respectful, responsible and ready to learn.

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

Killearn Lakes has a school wide Positive Behavior System (PBS) that outlines expectations for behavior. These expectations are referred to at school as Keep Learning Every Second by being 1) Respectful, 2) Responsible, and 3) Ready to learn.

Teachers and staff members are trained in the utilization of our PBS system, which also includes a method for behavior reinforcement. Specific, positive rules for behavior are developed for classrooms based upon the school wide expectations (Keep Learning Every Second). All staff members are expected to teach, reinforce and uphold school-wide rules in a positive way.

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

Killearn Lakes utilizes a variety of methods to ensure the social-emotional needs of all students are met. We have a comprehensive guidance and counseling program that offers one on one small group and large group guidance sessions. The guidance department works closely with our school social worker to support families and make appropriate referrals in order to provide more extensive counseling support. In addition, KLES supports Holiday giving programs.

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

Killearn Lakes Elementary will continue to hold parent workshops at the school to increase parent participation and involvement. Our PTO makes connections with parents at Orientation, Open House, monthly meetings, family nights, and various volunteer opportunities. Killearn Lakes provides information to parents using a variety of methods including website, list serve, social media, monthly newsletters, marquee, student planners, parent conferences and positive phone calls home from the principal.

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

The school, through our PTO business partner coordinator continuously works to build positive relationships with local community groups and business partners. Killearn Lakes welcomes community and business partners to get involved in school activities and events. We encourage continued partnerships by recognizing our partners throughout the school year. Killearn Lakes participates in the first grade Reading Pals mentoring program once a week.

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
Wagner, Brenda	Principal
McGrotha, Hank	Assistant Principal

Duties

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

The leadership team has a variety of roles and responsibilities. One of the most important roles is hiring highly qualified teachers and staff. Administration regularly collaborates together, with grade level teams, team leaders and with the School Advisory Council in order to build consensus on issues affecting teaching, learning, and school climate. In addition, administration supports the school wide behavior program, manage and allocate resources in order to support and enhance the school's mission and vision.

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 school leadership team through the School Improvement process, the School Advisory Council, and District staffing plan allocations, review all available resources in order to meet the needs of our students. Our school and District funds are used to support the goals of the School Improvement Plan as well as providing professional development for teachers and staff. Collaboration and cooperation are essential in providing an instructional program to assist all students to meet the challenge of state standards. Title II funds are used to pay for professional development for our teachers and staff.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Brenda Wagner	Principal
Amanda Meeks	Teacher
	Student
Geri Forslund	Parent
Champayne Ricciardi	Teacher
Kay Hall	Business/Community
Lisa Fernbach	Teacher
Joy Ryan	Parent
	Student
Betsy Spearing	Teacher
Heather Sherry	Parent
Teresa Horn	Teacher
Terri Sue Lawson	Business/Community
Kathy LaPine	Parent
William Singleton	Education Support Employee
	Student
	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

Killearn Lakes School Advisory Council reviews end of the year school data to determine if the previous year's established goals were met. The team analyzes all data and evaluates the School Improvement Plan to determine the effectiveness of strategies, interventions, trainings, and programs outlined in the School Improvement Plan. The team also collectively determines goals for the current school year.

Development of this school improvement plan

The School Advisory Council along with teacher groups provide feedback and guidance for topics that support the learning environment. The SAC also helps guide decisions that impact student learning at our school.

Preparation of the school's annual budget and plan

Killearn Lakes School Advisory Council ensures that School Improvement funds are followed per Florida Statute 24.121(5) (c) that requires the following with SIP expenditures; SIP funds are for the purpose of enhancing school performance and must be approved by SAC .

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

No funds were allocated for School Improvement last year. In the past, we have utilized these funds for teacher professional development and student incentives.

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
Wagner, Brenda	Principal
McGrotha, Hank	Assistant Principal
Ricciardi, Champayne	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

One of the major initiatives of the LLT is to focus on student data to help the students who are struggling and provide strategies for teachers to plan student interventions. The focus will be on differentiated instruction for TIER 2 and TIER 3 students. The team uses data to establish literacy goals for the school year. The team promotes and supports literacy in a variety of ways: through the Superintendent's Million Book Challenge, reading celebrations and promoting reading incentive programs, and KLES students also participate in Florida literacy week each year. In addition, all grade levels will differentiate reading through targeted small group instruction for those students who are not reaching reading proficiency.

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

Killearn Lakes promotes collaborative planning and learning at all levels. Monthly grade level team meetings, encourages a positive working relationship between teachers and administration. In addition, the master schedule has been designed to provide consistent time for teachers to meet and collaborate.

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

1. Teacher Interview Day
 2. PATS Hiring System
- New teachers to Killearn Lakes are assigned a mentor teacher

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

Mastery of the Florida Educator Accomplished Practices will be the focus of the bi-weekly meetings of the mentor and mentee. Release time will be provided for pre- observation conferences, classroom observations, and post observation conferences.

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

Killearn Lakes offers ongoing opportunities for teachers to learn more about the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. This helps promotes opportunities for growth in the areas of instructional practice, curriculum, and with the standards. Curriculum pacing guides and rubrics are in place that clearly defines student levels of growth and performance on essential elements of state and district standards. KLES administration participates in curriculum walks to support the core curriculum.

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 uses data on a continuous basis to provide appropriate instruction to meet the needs of all students. Progress monitoring data is used to measure students' strengths, weaknesses, and provide a roadmap for the next steps of instruction. The school uses the Multi-Tiered Support System process to plan and monitor strategic interventions for students. Tier 2 and Tier 3 students have intervention times embedded within their schedule. Aimsweb data is a vital tool in developing reading intervention groups.

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: After School Program

Minutes added to school year:

Students participate in the after school tutoring program (LEAP) where they work on areas of need in reading and math. Students will also complete extra sessions in Successmaker Reading and Math.

Strategy Rationale

To increase the percentage of students reaching proficiency in reading and math by providing opportunities for additional instructional practice and remediation.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Wagner, Brenda, wagnerb@leonschools.net

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

Appropriate benchmark assessments, STAR reports, Successmaker reports.

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

At Killearn Lakes Elementary, all incoming Kindergarten students are invited to our annual Kindergarten orientation in May. All participants are encouraged to take part in a pre-placement screening that is administered by our Kindergarten teachers.

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** 89% of students in grades 3-5 scored at or above the proficient level in Math on the 2014 FCAT assessment. As we begin a more complex state measure of Math, our school goal is to be within 10% (+-) of our previous proficiency.

- G2.** 90% of students in grades 3-5 scored at the proficient level in reading on the 2014 FCAT. As we begin a more complex state measure of English/Language Arts, our school goal for the 2015 FSA is to be within 10% (+/-) of our previous proficiency rate.

- G3.** 82% of students in grade 5 scored at the proficient level or above on the 2104 FCAT Science assessment. Our school goal is to have 83% of our students in grade 5 score a level 3 or above on the 2015 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

G1. 89% of students in grades 3-5 scored at or above the proficient level in Math on the 2014 FCAT assessment. As we begin a more complex state measure of Math, our school goal is to be within 10% (+) of our previous proficiency. 1a

G048611

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	92.0

Resources Available to Support the Goal 2

- Math intervention teacher
- Go Math curriculum
- Ongoing professional development and support through math advocates
- Accelerated Math
- SM5/SM7
- Spiral Math review (Mountain Math, drops in a bucket)
- STAR Math
- Marzano Art and Science of Teaching -research based instructional practices

Targeted Barriers to Achieving the Goal 3

- Staff funding for Resource teacher
- Technology to run programs
- Funds for resource programs (STAR Math. Accelerated Math)

Plan to Monitor Progress Toward G1. 8

Go Math assessments, SM reports, Aimsweb Math, STAR Math

Person Responsible

Brenda Wagner

Schedule

Biweekly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Monthly benchmark assessments

Plan to Monitor Progress Toward G1. 8

Person Responsible

Schedule

Evidence of Completion

G2. 90% of students in grades 3-5 scored at the proficient level in reading on the 2014 FCAT. As we begin a more complex state measure of English/Language Arts, our school goal for the 2015 FSA is to be within 10% (+/-) of our previous proficiency rate. 1a

G048571

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	91.0

Resources Available to Support the Goal 2

- Ongoing professional development and support through ELA advocates
- Reading Coach
- Wonders curriculum (rigorous instructional program aligned to new standards)
- STAR, AR, Pearson Successmaker
- Marzano Art and Science of Teaching - research based instructional practices

Targeted Barriers to Achieving the Goal 3

- Implementing new curriculum
- unknown expectations of FSA assessment

Plan to Monitor Progress Toward G2. 8

Wonders assessments, STAR reports.Aimsweb, Successmaker

Person Responsible

Brenda Wagner

Schedule

Biweekly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Wonders assessment (70% and above), STAR reports,Successmaker course levels/reports

Plan to Monitor Progress Toward G2. 8

Person Responsible

Schedule

Evidence of Completion

G3. 82% of students in grade 5 scored at the proficient level or above on the 2104 FCAT Science assessment. Our school goal is to have 83% of our students in grade 5 score a level 3 or above on the 2015 FCAT Science assessment. **1a**

G041216

Targets Supported **1b**

Indicator	Annual Target
	83.0

Resources Available to Support the Goal **2**

- Science Fusion
- Brain Pop
- Science Fair/Science Night
- Leveled Readers

Targeted Barriers to Achieving the Goal **3**

- lack of time in school day

Plan to Monitor Progress Toward G3. **8**

Science Assessments; Science classwork, Science fair project data

Person Responsible

Brenda Wagner

Schedule

Monthly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Monthly benchmark assessments , Science fair project entries/grades

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. 89% of students in grades 3-5 scored at or above the proficient level in Math on the 2014 FCAT assessment. As we begin a more complex state measure of Math, our school goal is to be within 10% (+-) of our previous proficiency. **1**

 G048611

G1.B1 Staff funding for Resource teacher **2**

 B121272

G1.B1.S1 Funding needed to add a Math resource teacher **4**

 S134468

Strategy Rationale

Providing our targeted math students with extra intervention time in the area of math will increase math proficiency for these students.

Action Step 1 **5**

Administration will review data to identify targeted students needing intervention in Math

Person Responsible

Brenda Wagner

Schedule

Biweekly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Aimseb Math, SM5, previous FCAT scores

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

Data review meeting with administration

Person Responsible

Brenda Wagner

Schedule

Monthly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Aimsweb, SM5 reports, Go Math assessments, RTI meetings

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

Implementation of intervention Math groups

Person Responsible

Brenda Wagner

Schedule

Daily, from 9/29/2014 to 5/29/2015


Evidence of Completion

targeted list of math groups generated by data


G3. 82% of students in grade 5 scored at the proficient level or above on the 2104 FCAT Science assessment. Our school goal is to have 83% of our students in grade 5 score a level 3 or above on the 2015 FCAT Science assessment. **1**

 G041216

G3.B1 lack of time in school day **2**

 B099893

G3.B1.S1 **4**

 S111156

Strategy Rationale

Action Step 1 **5**

Students will be expected to complete a science fair project

Person Responsible

Brenda Wagner

Schedule

On 10/31/2014

Evidence of Completion

Completion of Science Fair projects

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

.Science committee, Science fair and Science Night

Person Responsible

Brenda Wagner

Schedule

Monthly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Science committee meeting notes, Science fair completed entries, participation in Science Night

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

Person Responsible

Schedule

Evidence of Completion

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S1.A1	Students will be expected to complete a science fair project	Wagner, Brenda	8/25/2014	Completion of Science Fair projects	10/31/2014 one-time
G1.B1.S1.A1	Administration will review data to identify targeted students needing intervention in Math	Wagner, Brenda	8/25/2014	Aimseb Math, SM5, previous FCAT scores	5/29/2015 biweekly
G1.MA1	Go Math assessments, SM reports, Aimsweb Math, STAR Math	Wagner, Brenda	8/25/2014	Monthly benchmark assessments	5/29/2015 biweekly
G1.MA2	[no content entered]			one-time	
G1.B1.S1.MA1	Implementation of intervention Math groups	Wagner, Brenda	9/29/2014	targeted list of math groups generated by data	5/29/2015 daily
G1.B1.S1.MA1	Data review meeting with administration	Wagner, Brenda	8/25/2014	Aimsweb, SM5 reports, Go Math assessments, RTI meetings	5/29/2015 monthly
G2.MA1	Wonders assessments, STAR reports, Aimsweb, Successmaker	Wagner, Brenda	8/25/2014	Wonders assessment (70% and above), STAR reports, Successmaker course levels/reports	5/29/2015 biweekly
G2.MA2	[no content entered]			one-time	
G3.MA1	Science Assessments; Science classwork, Science fair project data	Wagner, Brenda	8/25/2014	Monthly benchmark assessments , Science fair project entries/grades	5/29/2015 monthly
G3.B1.S1.MA1	[no content entered]			one-time	
G3.B1.S1.MA1	.Science committee, Science fair and Science Night	Wagner, Brenda	8/25/2014	Science committee meeting notes, Science fair completed entries, participation in Sciene Night	5/29/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

Technical Assistance Items

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

Budget Rollup

Summary	
Description	Total
Goal 1: 89% of students in grades 3-5 scored at or above the proficient level in Math on the 2014 FCAT assessment. As we begin a more complex state measure of Math, our school goal is to be within 10% (+-) of our previous proficiency.	4,423
Grand Total	4,423

Goal 1: 89% of students in grades 3-5 scored at or above the proficient level in Math on the 2014 FCAT assessment. As we begin a more complex state measure of Math, our school goal is to be within 10% (+-) of our previous proficiency.		
Description	Source	Total
B1.S1.A1	School Improvement Funds	4,423
Total Goal 1		4,423