

Pineview Elementary School



2014-15 School Improvement Plan

Pineview Elementary School

2230 LAKE BRADFORD RD, Tallahassee, FL 32310

[no web address on file]

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	Yes	74%

Alternative/ESE Center	Charter School	Minority
No	No	98%

School Grades History

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

School Board Approval

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

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

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

We the faculty, staff and parents of Pineview Elementary School, believe each child is endowed with the fundamentals for success. We are committed to providing opportunities that will develop problem solving abilities, technology aptitude, and critical thinking skills as we stimulate the embedded talents each child possesses. We appreciate the genuineness of parents and strive to foster partnerships in our community which nurture our most precious resource, our children. It is our sincere desire to lay the foundation necessary to develop young, caring and productive citizens who are able to function successfully in global community.

Provide the school's vision statement

Our aim is to produce students who will become caring and productive citizens, who function successfully in a changing global community.

School Environment

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

Tomorrow's society is diverse in people in people, ideologies and more. Pineview integrates world geography and multicultural activities into all areas of the curriculum, expanding the learning experience to develop global perspectives. We value and appreciate the gift of diversity. We shall continue to provide specific opportunities for parents and our community to be involved in the entire process of their child's education. Lastly, we aspire to engage all stakeholders in our journey. We have designated staff on campus as cultural liaisons to implement evidence-based strategies to develop cultural awareness, improve student-teacher relations, and close existing social justice/equity gaps. The real life experiences and concerns we all bring to the table act as the cement in our foundation. Our school will infuse the content required by Florida Statue 1003.42(2) and Leon County School Board Policy 2210, as applicable to the appropriate grade levels, including but not limited to: History of the Holocaust, The History of Africans and African Americans, Hispanic contributions, Women's contributions and the sacrifices of veterans. Pineview celebrates cultures in a vast array of projects, festivals and fairs.

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

Pineview values the voice of all of its stakeholders. Proper supervision protocols as well as peer relationships are fostered through our Florida Positive Behavior Support Initiatives. We ensure that all staff members participate in the process of discussing and developing climate guidelines along with our campus behavior expectations. W also encourage the sharing of short, effective strategies for actualizing Marzano's Design Question 8: Establishing and Maintaining Effective Relationships with students. Pineview "PRIDES" itself on ensuring the safety of our students and that each individual is respected as a citizen of our learning community.

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

Pineview is a member of the Florida Positive Behavior Support Project (PBS) which includes a school and home component consisting of clearly defined expectations and a school wide recognition system. We ensure that teachers are trained and implement classroom management strategies. We also differentiate instruction to meet the needs of all students behaviorally and academically. All staff must communicate clear behavioral expectations as well as provide positive feedback to students. Staff is also in-serviced on the usage of Educator's Handbook.

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

Pineview implements 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.

Early Warning Systems

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

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Pineview utilizes data systems (Genesis, Educators Handbook) to identify students who have attendance, behavioral or academic concerns. We create data decision rules for number of absences or Out of School Suspension (OSS) , before referral generated school based or district based teams. Pineview also educates teachers so that they are aware of decision rules and procedures for notification after students are identified as meeting one of the data decision rules. We also utilize the Student Development Plan Data Driven Practices to assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making).

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	5	3	2	3	4	7	24
One or more suspensions	10	5	5	15	10	10	55
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	18	7	0	25

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

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

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

Pineview utilizes a plethora of interventions for academic challenges. Our IAT Team assists our administration with providing resources for students and their families to help all stakeholders

- maximize the child's learning opportunity.
- * Small Group Instruction
- * One on One Instruction
- * Pearson SM5 Prescriptions
- * Saturday Academy
- * Before School Tutoring and Computer Lab Time
- * Home Tutors for ELL students
- * Leon County Schools Mentors

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/176764>.

Description

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

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

At Pineview, the community plays an extremely vital roll in the day to day operation of our school. We build relationships via the Leon County School Partnership for Excellence Program to recruit businesses, community organizations and university partners to enhance the educational offerings and resources at our school.

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
Rahming, Marilyn	Principal
Quiggins, Angela	Assistant Principal
Sepielli, Barbara	Instructional Coach
Pearcey, Paula	Guidance Counselor
Babcock, Edward	Instructional Technology

Duties

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

Principal/Assistant 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 to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

General Education Teachers: Provides 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 Student Education (Resource) Teachers: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

Reading Coach: Provides 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, Tier2, and Tier3 intervention plans.

Program Specialist: Participates in collection, interpretation, and analysis of data; facilitates implementation of intervention plans. Provides professional development and technical assistance for problem-solving activities.

School Psychologist: participates in collection, interpretation and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical evaluation; facilitates data-based decision making activities.

Technology Specialist: Develops or brokers technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display.

Speech Language Pathologist: Educates the team in role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection screening measures; and helps identify 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 child's academic, emotional, behavioral, and social issues.

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

Pineview has weekly PLC meetings that focus on the problem solving cycle and intentional planning. Each team has a facilitator and a coach that serve on the School Based Leadership Team that receives additional staff development in regards to the MTSS/RtI. They also assist our administrators in facilitating a building consensus as it relates to the MTSS/RtI process.

Services are provided to ensure that all students requiring additional remediation are assisted through our Saturday Academy or our Summer Academies. The district coordinates with Title II and Title III to make staff development opportunities available to all administration, faculty and staff.

We have a migrant liaison that works cooperatively with our ESOL Teacher to support students and parents. The liaison coordinates with Title I and other partnered programs to solidify that all student needs are being met. Funding is coordinated and channeled via the district for Drop Out Prevention initiatives.

The district receives supplemental funds for improving basic education programs through the

purchase of small equipment to supplement education programs. New technology in classrooms will increase the instructional strategies provided to students and new instructional software will enhance literacy and math skills of struggling students. Funds at Pineview Elementary School are used to purchase SuccessMaker licenses and provide professional development for SuccessMaker. Services are provided through the district for instructional materials.

District Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. Title I provides a resource teacher to support Title I students in non-Title I schools.

SAI fund are coordinated with Title I funds

ARRA funds will be used to provide an early intervention First Grade Summer Reading Academy school for Level 1 readers for 2013-2014.

Title I and other grant funds will be used to expand supplemental services after school and during the summer to support Level 1 Level 2 students.

The school offers a non-violence and anti-drug program to students that incorporate field trips, community service, drug tests, and counseling.

We coordinate efforts with our feeder daycare centers to offer services to the children and parents as it relates to school readiness.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Dr. Rahming	Principal
Travis Lewis	Teacher
Jennifer Hirst	Teacher
Kevin Johnson	Education Support Employee
Rebecca Mello	Teacher
Sara Chang	Teacher
Betty Clayton	Business/Community
Fannie Baker	Business/Community
Patricia Lebron Johnson	Parent
Eric McKinnon	Parent
Lelaini Parrish	Parent
Maribel Hernandez	Parent
Joaquin Vaca	Parent

Duties

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

Evaluation of last year's school improvement plan

The Pineview School Advisory Committee reviewed the assessment data and survey outcomes from the spring of 2104. SAC members, administration, grade level teams, and school committees compiled and reviewed barriers, strategies and instructional tools in order to determine the overall

effectiveness of the 2013-2014 School Improvement Plan. Decisions are based on data and research based practices and strategies that will enrich current instructional practices. A final review was held during a regularly scheduled August SAC meeting.

Development of this school improvement plan

The purpose of the Pineview SAC is to assist in the preparation and implementation of the School Improvement Plan (SIP) required in the accountability legislation.

Preparation of the school's annual budget and plan

The Pineview School Advisory Committee review recommendations from the administration, grade level teams, and school committees. Decisions are based on data and research based practices and strategies that will enrich current instructional practices. A final review was held during a regularly scheduled SAC meeting prior to our SAC Hearing.

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

There we no school improvement 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
Babcock, Edward	Instructional Technology
Sepielli, Barbara	Instructional Coach
Hirst, Jennifer	Teacher, K-12
Young, Krista	Teacher, K-12
McCray, Alecia	Teacher, PreK
Mitchell, Norine	Teacher, K-12
Peterson, Chandrea	Teacher, K-12
Kimel, Karen	Teacher, K-12
Lewis, Travis	Teacher, K-12
Iacobelli, Aubrey	Teacher, K-12
Johnson, Kevin	Other
Pearcey, Paula	Guidance Counselor
Byrd, Joan	Instructional Media

Duties

Describe how the LLT promotes literacy within the school

The Reading Leadership Team will:

- Engage in regular, ongoing, literacy professional development
- Participate in Professional Learning Communities and Study Groups
- Use data to analyze the effectiveness of instruction and redesign instruction and resources to meet the student's instructional and intervention needs
- Implement the Comprehensive Core Reading Programs or Comprehensive Intensive Reading Programs and scientifically based reading instruction and strategies with fidelity
- Participate in ongoing literacy dialogues with peers.
- Create and share activities designed to promote literacy.
- Support and participate in classroom research
- Support and participate in classroom demonstrations and modeling of research-based reading strategies.
- Mentor other teachers and present staff development.
- Reflect on practice to improve instruction

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 school allots time for grade-level and curricular meeting on a weekly and quarterly basis. The master schedule has been designed to provide consistent time for teachers to meet by common content to include ESE and ELL planning/collaborating days. Research-based protocols are utilized to focus the meetings on students' academic needs and goals. Instruction is driven by assessment outcomes and the plans are developed to better serve our students and their learning goals.

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

Pineview school administrators focus on increasing improving administrative support, increasing student motivation and discipline, encouraging collegiality, and raising teachers' participation in the school decision-making process. Leon County Schools Personnel carefully screens all applicants. Beginning teachers are assigned to highly qualified teachers, who are trained as mentors to provide support and resources during the teacher's initial year. All teachers are provided professional development and coaching opportunities to meet the ever changing needs.

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

During a teacher's first year of teaching they are assigned a mentor that assists them throughout the year. Monthly meetings are held as well as a new teacher orientation during the summer. Administrators evaluate the strengths of the tenured professional staff and assign mentors as they are best suited to assist a beginning 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

Pineview Elementary utilizes research based textbooks and instructional programs approved and adopted by Leon County Schools. Our school provides continuous opportunities for instructional staff to unpack and digest the Florida Standards and to plan and discuss reading and writing curriculum that align to the standards. This in turn supports a greater level of comprehension. These ongoing conversations and professional learning experiences promote dialogue that is able to 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

Pineview Elementary offers various supplemental instructional opportunities. The Rtl process is utilized to identify students that are in need of intensive instruction including but not limited to one on one or small groups. We have created a 120 minute reading block, a 45 minute writing block, and PLCs on literacy instruction. Student data is analyzed and compared to expectations found in the Language Arts Florida Standards(LAFS).

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: Weekend Program

Minutes added to school year: 2,160

We, at Pineview Elementary, are committed to providing every opportunity to accelerate learning and grow our students knowledge of the core curriculum. Pineview Elementary offers several acceleration and enrichment programs, and we are thrilled to offer another option for our students!

Content Focus:

Participating students will receive additional Reading, Science and Math instruction focusing on skills and strategies that are necessary for FSA and FCAT Science success. Fourth and Fifth grade students will receive additional Writing instruction and practice; Fifth grade students will receive additional Science support. All students will practice test-taking strategies.

Strategy Rationale

The Pineview Saturday Academy will strengthen the skills of our struggling students and enhance instruction of our higher performing students.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Rahming, Marilyn, rahmingm@leonschools.net

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

Data is collected through Data Director Assessments and Pearson SM5 and Think Central assessments.

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

Pineview is involved with on-going collaborative projects with our early childhood, head start and daycare programs. We extend opportunities for visits by pre-school students to orientate them with the "big school" experience. We also offer an annual orientation session for parents and the community to learn more about our kindergarten program and how school readiness is important in the initial success of all students.

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.** 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 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 previous proficiency rate as measured by the 2014 FCAT scores.
- G3.** Increase the percent of students in grade 5 that score a Level 3 or above by 3 percentage points on 2015 FCAT 2.0 Science.
- G4.** Increase the 2015 average daily attendance rate by 3% as indicated by the Genesis Student Information System.
- G5.** Decrease the number of students receiving two or more behavior referrals as well as students receiving discipline referrals that result in out of school suspension by 10%.

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 English/Language Arts, our school goal for the 2015 FSA is to be within 10% (+/-) of our previous proficiency rate as measured by the 2014 FCAT scores. 1a

G041249

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	59.0

Resources Available to Support the Goal 2

- McGraw-Hill's Wonders Reading
- SRA Corrective Reading
- Aimsweb
- EIR
- Pearson SuccessMaker 5 (SM5)
- Read Naturally
- AVID Strategies

Targeted Barriers to Achieving the Goal 3

- Balancing Core Curriculum exposure with the needed interventions.
- Differentiating instruction to continue to enhance learning experiences for our higher performing readers, while meeting the needs of our below grade level and struggling readers.
- Student exposure to on grade level vocabulary.
- Scheduling to provide small group instruction for students in need of interventions.

Plan to Monitor Progress Toward G1. 8

Review electronic Wonders Folder data, SM5 usage Reports, FAIR data and Data Director on a weekly basis. Team Sharing of all prescribes reading assessments.

Person Responsible

Marilyn Rahming

Schedule

Weekly, from 9/2/2014 to 5/29/2015

Evidence of Completion

Electronic Wonders Folder. FAIR, FSA practices assessments, Data Director Assessments and Pearson (SM5) Reports.

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 previous proficiency rate as measured by the 2014 FCAT scores. 1a

G041250

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	67.0

Resources Available to Support the Goal 2

- GoMath!
- Pearson SM5
- Acaletics
- Think Central
- FSA Math
- Common Core Math
- AVID Strategies

Targeted Barriers to Achieving the Goal 3

- Teachers' implementation of the core math curriculum and pacing to meet student expectations and needs.
- Scheduling and exposure to higher order thinking skills.

Plan to Monitor Progress Toward G2. 8

Instruction being driven by the feedback of the teacher data meetings

Person Responsible

Marilyn Rahming

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Percent of students demonstration the mastery of standards

G3. Increase the percent of students in grade 5 that score a Level 3 or above by 3 percentage points on 2015 FCAT 2.0 Science. 1a

G041253

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	56.0

Resources Available to Support the Goal 2

- Fusion Science
- STEM Experiments
- Science Demonstration Labs
- AVID Strategies

Targeted Barriers to Achieving the Goal 3

- Students have a lack of hands on science experiments materials.

Plan to Monitor Progress Toward G3. 8

STEM Science Demonstration and Experiments

Person Responsible

Marilyn Rahming

Schedule

On 5/29/2015

Evidence of Completion

LCS Progress Monitoring Assessment Data; Fusion Science Unit Tests; Think Central Reports and the number of students eligible to participate in gifted enrichment STEM projects.

G4. Increase the 2015 average daily attendance rate by 3% as indicated by the Genesis Student Information System. 1a

G041254

Targets Supported 1b

Indicator	Annual Target
Attendance rate	93.0

Resources Available to Support the Goal 2

- ListServ; Phone Master (PNS) Parent Notification System; Jaguar News; Genesis Pinpoint Parent Portal; LCS Title I and LCS Intervention Services

Targeted Barriers to Achieving the Goal 3

- Parental Responsibility Home-School Connection
- Teacher reporting truancy issues in a timely manner.

Plan to Monitor Progress Toward G4. 8

A decrease in the amount of students missing instructional time due to tardiness and absenteeism.

Person Responsible

Kevin Johnson

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

LCS Genesis Attendance Reports

G5. Decrease the number of students receiving two or more behavior referrals as well as students receiving discipline referrals that result in out of school suspension by 10%. 1a

G041257

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

One or More Suspensions

Resources Available to Support the Goal 2

- Positive Behavior Support; Discipline Attendance PLC; PTO Incentives

Targeted Barriers to Achieving the Goal 3

- The consistency of the expectations of appropriate behavior exhibited by the students.

Plan to Monitor Progress Toward G5. 8

Florida Positive Behavior Support Data Surveys and Educator's Handbook Data

Person Responsible

Angela Quiggins

Schedule

Weekly, from 9/2/2014 to 5/29/2015

Evidence of Completion

Florida PBS Data Reports and Educator's Handbook Data

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 English/Language Arts, our school goal for the 2015 FSA is to be within 10% (+/-) of our previous proficiency rate as measured by the 2014 FCAT scores. **1**

 G041249

G1.B1 Balancing Core Curriculum exposure with the needed interventions. **2**

 B099961

G1.B1.S1 Based on the Standards Assessments, interventions and tutoring will be provided for those who are performing below grade level. **4**

 S111234

Strategy Rationale

The goal is differentiate instruction to meet the various needs of all students.

Action Step 1 **5**

Classroom Observations, Electronic Lesson Plans, are to reflect differentiated instruction, Curriculum Folder.

Person Responsible

Marilyn Rahming

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Wonders Reading Electronic Folders, Electronic Lesson Plans Archive, Pearson (SM5) and Data Director Assessments

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

The successful implementation of the reading curriculum with individualized instruction.

Person Responsible

Barbara Sepielli

Schedule

On 5/29/2015

Evidence of Completion

Electronic Wonders Reading Folder and Curriculum Folders

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

The implementation of the successful reading curriculum with individualized instruction.

Person Responsible

Barbara Sepielli

Schedule

On 5/29/2015

Evidence of Completion

The percent of students reaching mastery on prescribed lessons utilizing the reading assessments.

G1.B3 Student exposure to on grade level vocabulary. 2

 B099963

G1.B3.S1 Student will be exposed to on grade level vocabulary with specified instruction to strengthen comprehension skills. 4

 S111236

Strategy Rationale

Student exposure to on grade level vocabulary will enrich their comprehension abilities.

Action Step 1 5

Vocabulary lessons will developed for each grade level and subject.

Person Responsible

Marilyn Rahming

Schedule

Monthly, from 7/7/2014 to 5/29/2015

Evidence of Completion

Vocabulary Lesson Plans and PLC minutes.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Vocabulary Folders by subject area.

Person Responsible

Angela Quiggins

Schedule

On 5/29/2015

Evidence of Completion

Vocabulary Lesson Plans and Vocabulary Folder Checklist

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Vocabulary Instruction and Vocabulary Folders

Person Responsible

Marilyn Rahming

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

70% of students on grade level with vocabulary assessments.

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 previous proficiency rate as measured by the 2014 FCAT scores. 1

 G041250

G2.B1 Teachers' implementation of the core math curriculum and pacing to meet student expectations and needs. 2

 B099967

G2.B1.S1 Teachers will analyze data and provide appropriate instruction and interventions based on data driven decisions. 4

 S111238

Strategy Rationale

Instruction and remediation will be driven by the students mastery of the standards and curricular concepts.

Action Step 1 5

Individual team and teacher data meetings will be held on a weekly basis.

Person Responsible

Marilyn Rahming

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Teacher Data Charts

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

Completion of teacher data charts and conference meeting.

Person Responsible

Marilyn Rahming

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Teacher Data Charts and Checklists

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

Teacher Data Meetings

Person Responsible

Marilyn Rahming

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Data Logs and Checklists

G2.B2 Scheduling and exposure to higher order thinking skills. 2

B099968

G2.B2.S1 All students will receive daily instruction Acaletics. 4

S111240

Strategy Rationale

Additional math instruction strategies will reinforce the core curriculum and enhance instruction and higher order thinking skills for all students.

Action Step 1 5

Acaletics Folders, Classroom Walk Through and Standards Checklists will be monitored weekly for data driven instructional decision making.

Person Responsible

Marilyn Rahming

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Acaletics Progress Monitoring and Assessment Reports

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

Differentiated instruction will be delivered utilizing Acaletics Math.

Person Responsible

Marilyn Rahming

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Acaletics Assessment Checklist; Acaletics Folder Checklist; Lesson Plans and Reports

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

Acaletics instruction, pacing and student progression.

Person Responsible

Marilyn Rahming

Schedule

Weekly, from 8/11/2014 to 5/29/2015

Evidence of Completion

Acaletics Assessment Reports;Teacher Data Sheets

G2.B2.S2 All students will utilize Pearson SM5 on a daily basis 4

 S131886

Strategy Rationale

Additional math instruction strategies will reinforce the core curriculum and enhance instruction and higher order thinking skills for all students at their individualized prescribes level.

Action Step 1 5

Monitor Pearson SM5 data reports and provide academic prescriptions for teachers.

Person Responsible

Marilyn Rahming

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Pearson SM5 Progress Monitoring and Assessments Reports

Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

Pearson SM5 Reports will be reviewed on a weekly basis with teacher prescriptions attached for are not meeting their targeted goals.

Person Responsible

Marilyn Rahming

Schedule

Weekly, from 9/8/2014 to 5/29/2015

Evidence of Completion

Pearson SM5 Reports, SM5 Folders and Conference Feedback Sheets

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7

Pearson SM5 Data will be reviewed with teachers to give specific attention to student prescriptions.

Person Responsible

Marilyn Rahming

Schedule

Weekly, from 9/2/2014 to 5/29/2015

Evidence of Completion

Pearson SM5 Folder Data Feedback on weekly progress and reports.

G3. Increase the percent of students in grade 5 that score a Level 3 or above by 3 percentage points on 2015 FCAT 2.0 Science. 1

G041253

G3.B1 Students have a lack of hands on science experiments materials. 2

B099974

G3.B1.S1 Provide hands on real world science experience and engaging activities, implementation of core science series, use supplemental science materials to enhance science instruction. 4

S111246

Strategy Rationale

Allowing the students to have hands on experiences will increase their comprehension of the standards.

Action Step 1 5

The created lab schedule will be implemented and monitored by the principal. Classroom Walk Through Gems, AIMS Units,STEM curriculum SRA Snapshots and Science Learning Community.

Person Responsible

Marilyn Rahming

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Core Science Assessments, FCAT Explorer, iObservation and SPLC Agendas

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

Utilize Science Demonstration labs to create hands on opportunities for students to experience the STEM experiments.

Person Responsible

Travis Lewis

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Science Experiment logs; Lab Schedules and Science Folders

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

STEM Science Experiments instruction.

Person Responsible

Marilyn Rahming

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Fusion Unit Tests; Think Central Assessments

G4. Increase the 2015 average daily attendance rate by 3% as indicated by the Genesis Student Information System. 1

 G041254

G4.B1 Parental Responsibility Home-School Connection 2

 B099975

G4.B1.S1 Communicate more effectively with parents to make them aware of their child's attendance on a consistent basis. 4

 S111247

Strategy Rationale

The home school connection will be strengthened, therefore, enabling the stakeholders to cooperatively work in the best interest of the students' educational experience.

Action Step 1 5

Professional Development on Attendance Policies and Parent Communication

Person Responsible

Kevin Johnson

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

PLC/PD Sign In

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

Parent receipt of attendance letters and notices

Person Responsible

Kevin Johnson

Schedule

Monthly, from 9/2/2014 to 5/29/2015

Evidence of Completion

Genesis Letter Reports and Confirmation Reports

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

Monitor Genesis Attendance Reports

Person Responsible

Kevin Johnson

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

IAT and Administrative Attendance Meeting

G4.B2 Teacher reporting truancy issues in a timely manner. 2

 B099976

G4.B2.S1 Monthly attendance meetings will be implemented to direct teachers and keep them on track.

4

 S131960

Strategy Rationale

Action Step 1 5

Monthly teacher attendance meeting will be implemented.

Person Responsible

Kevin Johnson

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Genesis Reports and Compact Attendance Verifications

G5. Decrease the number of students receiving two or more behavior referrals as well as students receiving discipline referrals that result in out of school suspension by 10%. 1

G041257

G5.B1 The consistency of the expectations of appropriate behavior exhibited by the students. 2

B099980

G5.B1.S1 Implementation of Year 4 Tier 1 and Tier2 of Positive Behavior Support (PBS). 4

S111252

Strategy Rationale

Consistent positive reinforcement of the school wide expectations with staff and students, with a special emphasis on targeted groups of students will result in a more conducive learning environment for all.

Action Step 1 5

Continue to implement with fidelity Positive Behavior Support.

Person Responsible

Angela Quiggins

Schedule

Weekly, from 9/2/2014 to 5/29/2015

Evidence of Completion

IAT documentation, Educator's Handbook Data and PBS Minutes

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

PBS strategies being utilized in all ares on campus.

Person Responsible

Angela Quiggins

Schedule

Daily, from 9/2/2014 to 5/29/2015

Evidence of Completion

PBS Team/PLC minutes; Educator's Handbook Data

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

Monitor the occurrence of discipline incidents on campus.

Person Responsible

Angela Quiggins

Schedule

Daily, from 9/2/2014 to 5/29/2015

Evidence of Completion

Educator's Handbook Data Reports

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	Classroom Observations, Electronic Lesson Plans, are to reflect differentiated instruction, Curriculum Folder.	Rahming, Marilyn	8/18/2014	Wonders Reading Electronic Folders, Electronic Lesson Plans Archive, Pearson (SM5) and Data Director Assessments	5/29/2015 weekly
G1.B3.S1.A1	Vocabulary lessons will developed for each grade level and subject.	Rahming, Marilyn	7/7/2014	Vocabulary Lesson Plans and PLC minutes.	5/29/2015 monthly
G2.B1.S1.A1	Individual team and teacher data meetings will be held on a weekly basis.	Rahming, Marilyn	8/18/2014	Teacher Data Charts	5/29/2015 weekly
G2.B2.S1.A1	Acaletics Folders, Classroom Walk Through and Standards Checklists will be monitored weekly for data driven instructional decision making.	Rahming, Marilyn	8/18/2014	Acaletics Progress Monitoring and Assessment Reports	5/29/2015 weekly
G3.B1.S1.A1	The created lab schedule will be implemented and monitored by the principal. Classroom Walk Through Gems, AIMS Units,STEM curriculum SRA Snapshots and Science Learning Community.	Rahming, Marilyn	8/18/2014	Core Science Assessments, FCAT Explorer, iObservation and SPLC Agendas	5/29/2015 weekly
G4.B1.S1.A1	Professional Development on Attendance Policies and Parent Communication	Johnson, Kevin	8/18/2014	PLC/PD Sign In	5/29/2015 monthly
G5.B1.S1.A1	Continue to implement with fidelity Positive Behavior Support.	Quiggins, Angela	9/2/2014	IAT documentation, Educator's Handbook Data and PBS Minutes	5/29/2015 weekly
G2.B2.S2.A1	Monitor Pearson SM5 data reports and provide academic prescriptions for teachers.	Rahming, Marilyn	8/18/2014	Pearson SM5 Progress Monitoring and Assessments Reports	5/29/2015 weekly
G4.B2.S1.A1	Monthly teacher attendance meeting will be implemented.	Johnson, Kevin	8/18/2014	Genesis Reports and Compact Attendance Verifications	5/29/2015 monthly
G1.MA1	Review electronic Wonders Folder data, SM5 usage Reports,FAIR data and Data Director on a weekly basis. Team Sharing of all prescribes reading assessments.	Rahming, Marilyn	9/2/2014	Electronic Wonders Folder. FAIR, FSA practices assessments, Data Director Assessments and Pearson (SM5) Reports.	5/29/2015 weekly
G1.B1.S1.MA1	The implementation of the successful reading curriculum with individualized instruction.	Sepielli, Barbara	8/18/2014	The percent of students reaching mastery on prescribed lessons utilizing the reading assessments.	5/29/2015 one-time

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	The successful implementation of the reading curriculum with individualized instruction.	Sepielli, Barbara	8/18/2014	Electronic Wonders Reading Folder and Curriculum Folders	5/29/2015 one-time
G1.B3.S1.MA1	Vocabulary Instruction and Vocabulary Folders	Rahming, Marilyn	8/18/2014	70% of students on grade level with vocabulary assessments.	5/29/2015 weekly
G1.B3.S1.MA1	Vocabulary Folders by subject area.	Quiggins, Angela	8/18/2014	Vocabulary Lesson Plans and Vocabulary Folder Checklist	5/29/2015 one-time
G2.MA1	Instruction being driven by the feedback of the teacher data meetings	Rahming, Marilyn	8/18/2014	Percent of students demonstration the mastery of standards	5/29/2015 weekly
G2.B1.S1.MA1	Teacher Data Meetings	Rahming, Marilyn	8/18/2014	Data Logs and Checklists	5/29/2015 weekly
G2.B1.S1.MA1	Completion of teacher data charts and conference meeting.	Rahming, Marilyn	8/18/2014	Teacher Data Charts and Checklists	5/29/2015 weekly
G2.B2.S1.MA1	Acaletics instruction, pacing and student progression.	Rahming, Marilyn	8/11/2014	Acaletics Assessment Reports;Teacher Data Sheets	5/29/2015 weekly
G2.B2.S1.MA1	Differentiated instruction will be delivered utilizing Acaletics Math.	Rahming, Marilyn	8/18/2014	Acaletics Assessment Checklist; Acaletics Folder Checklist; Lesson Plans and Reports	5/29/2015 weekly
G2.B2.S2.MA1	Pearson SM5 Data will be reviewed with teachers to give specific attention to student prescriptions.	Rahming, Marilyn	9/2/2014	Pearson SM5 Folder Data Feedback on weekly progress and reports.	5/29/2015 weekly
G2.B2.S2.MA1	Pearson SM5 Reports will be reviewed on a weekly basis with teacher prescriptions attached for are not meeting their targeted goals.	Rahming, Marilyn	9/8/2014	Pearson SM5 Reports, SM5 Folders and Conference Feedback Sheets	5/29/2015 weekly
G3.MA1	STEM Science Demonstration and Experiments	Rahming, Marilyn	8/18/2014	LCS Progress Monitoring Assessment Data; Fusion Science Unit Tests; Think Central Reports and the number of students eligible to participate in gifted enrichment STEM projects.	5/29/2015 one-time
G3.B1.S1.MA1	STEM Science Experiments instruction.	Rahming, Marilyn	8/18/2014	Fusion Unit Tests; Think Central Assessments	5/29/2015 weekly
G3.B1.S1.MA1	Utilize Science Demonstration labs to create hands on opportunities fro students to experience the STEM experiments.	Lewis, Travis	8/18/2014	Science Experiment logs; Lab Schedules and Science Folders	5/29/2015 weekly
G4.MA1	A decrease in the amount of students missing instructional time due to tardiness ao absenteeism.	Johnson, Kevin	8/18/2014	LCS Genesis Attendance Reports	5/29/2015 weekly
G4.B1.S1.MA1	Monitor Genesis Attendance Reports	Johnson, Kevin	8/18/2014	IAT and Administrative Attendance Meeting	5/29/2015 weekly
G4.B1.S1.MA1	Parent receipt of attendance letters and notices	Johnson, Kevin	9/2/2014	Genesis Letter Reports and Confirmation Reports	5/29/2015 monthly
G5.MA1	Florida Positive Behavior Support Data Surveys and Educator's Handbook Data	Quiggins, Angela	9/2/2014	Florida PBS Data Reports and Educator's Handbook Data	5/29/2015 weekly
G5.B1.S1.MA1	Monitor the occurrence of discipline incidents on campus.	Quiggins, Angela	9/2/2014	Educator's Handbook Data Reports	5/29/2015 daily
G5.B1.S1.MA1	PBS strategies being utilized in all ares on campus.	Quiggins, Angela	9/2/2014	PBS Team/PLC minutes; Educator's Handbook Data	5/29/2015 daily

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. 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 as measured by the 2014 FCAT scores.

G1.B1 Balancing Core Curriculum exposure with the needed interventions.

G1.B1.S1 Based on the Standards Assessments, interventions and tutoring will be provided for those who are performing below grade level.

PD Opportunity 1

Classroom Observations, Electronic Lesson Plans, are to reflect differentiated instruction, Curriculum Folder.

Facilitator

Elizabeth Greenberg

Participants

40

Schedule

Weekly, from 8/18/2014 to 5/29/2015

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 previous proficiency rate as measured by the 2014 FCAT scores.

G2.B2 Scheduling and exposure to higher order thinking skills.

G2.B2.S2 All students will utilize Pearson SM5 on a daily basis

PD Opportunity 1

Monitor Pearson SM5 data reports and provide academic prescriptions for teachers.

Facilitator

Edward Babcock

Participants

45

Schedule

Weekly, from 8/18/2014 to 5/29/2015

G3. Increase the percent of students in grade 5 that score a Level 3 or above by 3 percentage points on 2015 FCAT 2.0 Science.

G3.B1 Students have a lack of hands on science experiments materials.

G3.B1.S1 Provide hands on real world science experience and engaging activities, implementation of core science series, use supplemental science materials to enhance science instruction.

PD Opportunity 1

The created lab schedule will be implemented and monitored by the principal. Classroom Walk Through Gems, AIMS Units,STEM curriculum SRA Snapshots and Science Learning Community.

Facilitator

Travis Lewis/ Mary Margaret Enfinger

Participants

40

Schedule

Weekly, from 8/18/2014 to 5/29/2015

G4. Increase the 2015 average daily attendance rate by 3% as indicated by the Genesis Student Information System.

G4.B1 Parental Responsibility Home-School Connection

G4.B1.S1 Communicate more effectively with parents to make them aware of their child's attendance on a consistent basis.

PD Opportunity 1

Professional Development on Attendance Policies and Parent Communication

Facilitator

Dr. Kathleen Rodgers/ Jennifer Anderson/Kevin Johnsson

Participants

All teachers and office staff.

Schedule

Monthly, from 8/18/2014 to 5/29/2015

G5. Decrease the number of students receiving two or more behavior referrals as well as students receiving discipline referrals that result in out of school suspension by 10%.

G5.B1 The consistency of the expectations of appropriate behavior exhibited by the students.

G5.B1.S1 Implementation of Year 4 Tier 1 and Tier2 of Positive Behavior Support (PBS).

PD Opportunity 1

Continue to implement with fidelity Positive Behavior Support.

Facilitator

J. High/K. Johnson/A. Quiggins

Participants

45

Schedule

Weekly, from 9/2/2014 to 5/29/2015

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Goal 1: 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 as measured by the 2014 FCAT scores.	1,000
Goal 2: As we begin a more complex state measure of Math, our school goal for the 2015 FSA is to be within 10% (+/-) of our previous proficiency rate as measured by the 2014 FCAT scores.	700
Goal 3: Increase the percent of students in grade 5 that score a Level 3 or above by 3 percentage points on 2015 FCAT 2.0 Science.	1,500
Goal 4: Increase the 2015 average daily attendance rate by 3% as indicated by the Genesis Student Information System.	500
Grand Total	3,700

Goal 1: 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 as measured by the 2014 FCAT scores.

Description	Source	Total
B1.S1.A1 - Notes	General Fund	1,000
Total Goal 1		1,000

Goal 2: As we begin a more complex state measure of Math, our school goal for the 2015 FSA is to be within 10% (+/-) of our previous proficiency rate as measured by the 2014 FCAT scores.

Description	Source	Total
B1.S1.A1 - Notes	School Improvement Funds	700
Total Goal 2		700

Goal 3: Increase the percent of students in grade 5 that score a Level 3 or above by 3 percentage points on 2015 FCAT 2.0 Science.

Description	Source	Total
B1.S1.A1 - Notes	General Fund	1,500
Total Goal 3		1,500

Goal 4: Increase the 2015 average daily attendance rate by 3% as indicated by the Genesis Student Information System.

Description	Source	Total
B1.S1.A1 - Notes	Title I Part A	500
Total Goal 4		500