

W T Moore Elementary School

1706 DEMPSEY MAYO RD, Tallahassee, FL 32308

[no web address on file]

School Demographics

School Type

Elementary

Title I

No

Free/Reduced Price Lunch

51%

Alternative/ESE Center

No

Charter School

No

Minority

55%

School Grades History

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

School Board Approval

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

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

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

W. T. Moore 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

W. T. Moore prioritizes information gathering in order to build strong relationships with our students and their families. We frontload this process at the beginning of the year with Orientation and the many methods used by our teachers to familiarize themselves with their students. Teachers use methods such as surveys and questionnaires to garner information, but face to face communication with parents is paramount. To that end, teachers make the effort to schedule a conference with each family as early in the academic year as possible not only to discuss the child's academic progress but also to build a partnership with parents toward the common goal of student achievement.

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

Keeping students safe is our number one priority. Students have the opportunity to enter their classrooms at 7:45 AM. This provides each student with 45 minutes of enrichment, homework assistance, additional time for computer assisted instruction or time for reading in a safe environment before the school day begins. Students needing to arrive on campus prior to 7:45 may enroll in our before school program which provides enrichment activities beginning at 7 AM.

Administration, teachers and staff go to great lengths to build relationships with students and their families. Mrs. Kraul takes pride in reaching out by phone to the parents of each student during the year to report how they have earned the "Good Job Mustang!" award. We are constantly looking for ways to celebrate the positive things our students are doing, thus providing an environment in which our students feel respected.

Our Extended Day Enrichment Program is made available to all of our students for a fee. We also offer activities after school such as Math Club, Champions, and Honors Chorus to allow for students to continue learning and enrichment beyond the academic day.

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

W.T. Moore is proud to participate in the PBS model where students are rewarded for their positive behavior. Our school-wide expectation which is posted for all to see and memorized by our student body is that "Mustangs are Respectful, Responsible and Ready to Learn!" We follow a prescriptive

discipline plan to handle the occasions when a student's behavior is outside the scope of what is acceptable. These established protocols allow for uniformity and consistency throughout the school when disciplinary incidents occur.

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

We offer a mentoring program which pairs eligible students with community members who take an interest in their well-being and support them academically by reading with them and supporting them through classwork and homework. Counseling services are provided by our school Guidance Counselor when appropriate. We also utilize our school social worker, school psychologist and other community resources when necessary to assist students who are struggling in various capacities.

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

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
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

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

W.T. Moore is proud of our family and community involvement. Our parents serve as volunteers in our classrooms and take leadership of our PTM, Parents and Teachers for Moore. Our target for 2014-2015 is to increase overall parental involvement in our PTM organization. We have welcomed a new president who is eager to fulfill this task. We are also extremely proud of our volunteer and mentor programs. We welcome mentors and volunteers from across our community with special involvement from residents at Westminster Oaks Retirement Community, located directly across the street from our campus.

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

Mrs. Sarah Charles, parent and member of our PTM is our Partners Coordinator. Mrs. Charles works to create partnerships with local businesses for the purpose of securing and utilizing resources to support our school and student achievement.

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
Kraul, Sue	Principal
Anderson, Kerri	Assistant Principal

Duties

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

The administrative team meets monthly with grade level team leaders to inform, assess, and re-evaluate curriculum decisions which are in turn shared with each grade level member pre-K through 5th grade, special area and ESE.

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

School Improvement Committees meet monthly. A representative from each grade level, special area and ESE approves the school improvement plan and monitors its implementation. Resources are discussed and decisions are made based on need and a common goal of improving student achievement.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Brittany Loehrer	Parent
Mary Bliss	Parent
Shayla Lunsford	Teacher
Sue Kraul	Principal
Bethany Patel	Teacher
Jimmy Perkins	Parent
Michele Meyer	Business/Community
Jacqueline Roumou	Parent
Gretchen Scott	Education Support Employee
Yashica Squire	Parent
Pamela Thompson	Parent
Gregory Williams	Parent
Sonora White	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 school improvement plan implementation and review are addressed at monthly SAC meetings for input and revisions as necessary.

Development of this school improvement plan

The role of the School Advisory Council is to develop the annual School Improvement Plan, to monitor its progress, and to evaluate its success. According to district and state guidelines, SAC members must be elected by the school community and the elected members must reflect the ethnic, racial, and socio-economic make-up of the school. Election of representatives is held during the first month of each school year. Council members are asked to serve for a two-year period.

Preparation of the school's annual budget and plan

The school improvement plan budge is discussed and shared with SAC members with approval documented in SAC minutes.

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

There were no funds allocated last 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
Merriman, Lynn	Teacher, K-12
Cavallo, Ashley	Teacher, K-12
O'Dell, Jan	Teacher, K-12
Gray, Shemeka	Teacher, K-12
Johnson, Karlisa	Teacher, K-12
Ritzel, Stephfanie	Teacher, K-12
Sheldon, Meredith	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The LLT will continually monitor reading progress using data provided by Successmaker and other sources collected by teachers. This data will be used to differentiate the instruction and tailor it to the needs of the students. Their major initiative outside of these responsibilities is our school-wide book club themed "ALOHA". A-Animals, L-Look at Dewey, O-Out of This World Fantasy, H-Humor, A-All About People & Places, and "!"-Your Choice. In conjunction with our "ALOHA" Book Club, our LLT plans and facilitates our "Principal's Challenge" held toward the end of the year to celebrate the students for all of their reading accomplishments throughout the year.

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

Teachers have common grade level planning time as well as subject area planning time within the grade levels. A teacher from each grade level also serves on various School Improvement Committees which meet monthly.

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

Person Responsible - Sue Kraul

The principal advertises and reviews applications posted on the district's paperless applicant system and participates in the Teacher Transfer Day event.

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

A mentor is provided to all beginning teachers. Assistance is provided to complete the district's beginning teacher program.

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

Instructional Leaders in the areas of Language Arts, Math and Science have been identified at every grade level. District level training is ongoing with information brought back and shared with team members.

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

Data reports are printed weekly for all teachers. Student progress is discussed at weekly team meetings and at monthly administrative meetings. Modifications are made as needed for time on task and/or additional instruction.

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

Strategy: Extended School Day

Minutes added to school year:

All instruction is delivered during the regularly scheduled school day.

Strategy Rationale

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

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

Student Transition and Readiness

PreK-12 Transition

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

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

One of the major ways we help our pre-schoolers transition in addition to the use of similar curriculum throughout the school year is to have them shadow kindergarten classes in the spring. Pre-K students are actually afforded the opportunity to "step up" to Kindergarten to see the routines of the day and experience first hand what will be expected of them once they make the transition to a local elementary school program.

For 5th graders transitioning to middle school, we bring in representatives from the schools to which we feed so that our students have the opportunity to get information and ask questions regarding what they can expect once they arrive at their middle school.

College and Career Readiness

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

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

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

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

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** 70% of students will score at level 3 or above in science on the 2015 FCAT 2.0.
- 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 (68%) as measured by the 2014 FCAT scores.
- G3.** As we begin a more complex state measure of English/Language Arts, our school goal is to be within 10% (+/-) of our previous proficiency rate (55%=an average of the reading and writing proficiency rates) as measured by the 2014 FCAT scores.

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. 70% of students will score at level 3 or above in science on the 2015 FCAT 2.0. 1a

G044330

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	70.0

Resources Available to Support the Goal 2

- Daily instruction using Houghton-Mifflin Fusion Science Curriculum (for grades 4 and 5), FCAT Science Explorer, SRA Science Snapshot Kits, systematic science vocabulary instruction and exposure to science experiments via hands on centers and manipulatives

Targeted Barriers to Achieving the Goal 3

- Addressing low skills

Plan to Monitor Progress Toward G1. 8

Formative assessments, student work documenting mastery, pre/post tests

Person Responsible

Sue Kraul

Schedule

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

Evidence of Completion

FCAT 2.0

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 (68%) as measured by the 2014 FCAT scores. 1a

G044281

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	77.0

Resources Available to Support the Goal 2

- Continuation of weekly after school math club to remediate and enhance math skills; 60 minutes per day of direct math instruction; additional computer assisted instruction using SuccessMaker

Targeted Barriers to Achieving the Goal 3

- Addressing low skills

Plan to Monitor Progress Toward G2. 8

End of chapter tests, IP and Pearson Data Reports

Person Responsible

Sue Kraul

Schedule

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

Evidence of Completion

Analysis of student performance on FSA

G3. As we begin a more complex state measure of English/Language Arts, our school goal is to be within 10% (+/-) of our previous proficiency rate (55%=an average of the reading and writing proficiency rates) as measured by the 2014 FCAT scores. 1a

G043777

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	78.0

Resources Available to Support the Goal 2

- Personnel, instruction, professional development opportunities in the new reading series, Reading Wonders, Reading Interventions, Computer Assisted Instruction, materials, leadership

Targeted Barriers to Achieving the Goal 3

- Instructional strategies, scheduling, assessment practices, professional learning curve with new series, parental involvement, student motivation, alignment of instruction with standards, student attendance and behavior

Plan to Monitor Progress Toward G3. 8

Weekly analysis of progress and increase in skill attainment using data from Pearson, AIMSWeb, Waterford, benchmark assessments, and classroom data will allow us to monitor our students' progress toward this goal.

Person Responsible

Sue Kraul

Schedule

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

Evidence of Completion

Core Benchmark tests and Pearson reports; AIMSWeb testing, improved scores on assessments and pre/post testing, Media Center Log and student check out history

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. 70% of students will score at level 3 or above in science on the 2015 FCAT 2.0. **1**

 G044330

G1.B1 Addressing low skills **2**

 B108946

G1.B1.S1 Direct instruction, STEM Club and activities **4**

 S120436

Strategy Rationale

Action Step 1 **5**

Students will receive daily instruction using Houghton-Mifflin Fusion Science Curriculum at grades 4 and 5, FCAT Science Explorer, SRA Science Snapshot kits, systematic science vocabulary instruction and exposure to science experiments via hands-on science centers, manipulatives and online labs.

Person Responsible

Sue Kraul

Schedule

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

Evidence of Completion

Formative assessments, student work documenting mastery, pre/post tests, FCAT 2.0

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

Student performance data

Person Responsible

Sue Kraul

Schedule

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

Evidence of Completion

Team Meeting data analysis

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

Student performance data

Person Responsible

Sue Kraul

Schedule

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

Evidence of Completion

Team Meeting data analysis

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 (68%) as measured by the 2014 FCAT scores. 1

G044281

G2.B1 Addressing low skills 2

B108820

G2.B1.S1 Continuation of weekly after school math club to remediate and enhance math skills; 60 minutes per day of direct math instruction; additional computer based instruction 4

S120294

Strategy Rationale

Action Step 1 5

Addressing low skills

Person Responsible

Sue Kraul

Schedule

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

Evidence of Completion

Fidelity of instruction as observed by formal and informal observations, walk-throughs, analysis of student performance, student performance on end of chapter tests, IP and Pearson data reports

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

Student performance data

Person Responsible

Sue Kraul

Schedule

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

Evidence of Completion

Analysis of implementation during team monthly meetings/data results

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

Student performance data

Person Responsible

Sue Kraul

Schedule

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

Evidence of Completion

Team Meeting data analysis

G3. As we begin a more complex state measure of English/Language Arts, our school goal is to be within 10% (+/-) of our previous proficiency rate (55%=an average of the reading and writing proficiency rates) as measured by the 2014 FCAT scores. 1

G043777

G3.B1 Instructional strategies, scheduling, assessment practices, professional learning curve with new series, parental involvement, student motivation, alignment of instruction with standards, student attendance and behavior 2

B107463

G3.B1.S1 Teachers will continue to participate in district, school-wide and grade level sponsored professional development of the new reading series in order to bring best practices to their instructional strategies. As a faculty, we are studying "Motivating Students Who Don't Care" by Allen N. Mendler in order to increase student motivation. We will continue to work to improve and increase parental involvement throughout the school year. 4

S120226

Strategy Rationale

Action Step 1 5

Faculty members will continue to participate in district sponsored training of the new reading series throughout the year.

Person Responsible

Sue Kraul

Schedule

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

Evidence of Completion

The evidence will be the teaching and learning as monitored by evaluations, formal and informal observations and walk-throughs using iObservation, team meetings, and student data.

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

We will monitor student performance data.

Person Responsible

Sue Kraul

Schedule

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

Evidence of Completion

Staff and team meeting agendas/discussions.

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

We will monitor student performance data.

Person Responsible

Sue Kraul

Schedule

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

Evidence of Completion

Staff and team meeting agendas/discussions.

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	Faculty members will continue to participate in district sponsored training of the new reading series throughout the year.	Kraul, Sue	8/18/2014	The evidence will be the teaching and learning as monitored by evaluations, formal and informal observations and walk-throughs using iObservation, team meetings, and student data.	6/1/2015 quarterly
G2.B1.S1.A1	Addressing low skills	Kraul, Sue	8/18/2014	Fidelity of instruction as observed by formal and informal observations, walk-throughs, analysis of student performance, student performance on end of chapter tests, IP and Pearson data reports	6/1/2015 weekly
G1.B1.S1.A1	Students will receive daily instruction using Houghton-Mifflin Fusion Science Curriculum at grades 4 and 5, FCAT Science Explorer, SRA Science Snapshot kits, systematic science vocabulary instruction and exposure to	Kraul, Sue	8/18/2014	Formative assessments, student work documenting mastery, pre/post tests, FCAT 2.0	6/1/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	science experiments via hands-on science centers, manipulatives and online labs.				
G1.MA1	Formative assessments, student work documenting mastery, pre/post tests	Kraul, Sue	8/18/2014	FCAT 2.0	6/1/2015 weekly
G1.B1.S1.MA1	Student performance data	Kraul, Sue	8/18/2014	Team Meeting data analysis	6/1/2015 monthly
G1.B1.S1.MA1	Student performance data	Kraul, Sue	8/18/2014	Team Meeting data analysis	6/1/2015 monthly
G2.MA1	End of chapter tests, IP and Pearson Data Reports	Kraul, Sue	8/18/2014	Analysis of student performance on FSA	6/1/2015 weekly
G2.B1.S1.MA1	Student performance data	Kraul, Sue	6/1/2015	Team Meeting data analysis	6/1/2015 monthly
G2.B1.S1.MA1	Student performance data	Kraul, Sue	8/18/2014	Analysis of implementation during team monthly meetings/data results	6/1/2015 monthly
G3.MA1	Weekly analysis of progress and increase in skill attainment using data from Pearson, AIMSWeb, Waterford, benchmark assessments, and classroom data will allow us to monitor our students' progress toward this goal.	Kraul, Sue	8/18/2014	Core Benchmark tests and Pearson reports; AIMSWeb testing, improved scores on assessments and pre/post testing, Media Center Log and student check out history	6/1/2015 weekly
G3.B1.S1.MA1	We will monitor student performance data.	Kraul, Sue	8/18/2014	Staff and team meeting agendas/discussions.	6/1/2015 monthly
G3.B1.S1.MA1	We will monitor student performance data.	Kraul, Sue	8/18/2014	Staff and team meeting agendas/discussions.	6/1/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. 70% of students will score at level 3 or above in science on the 2015 FCAT 2.0.

G1.B1 Addressing low skills

G1.B1.S1 Direct instruction, STEM Club and activities

PD Opportunity 1

Students will receive daily instruction using Houghton-Mifflin Fusion Science Curriculum at grades 4 and 5, FCAT Science Explorer, SRA Science Snapshot kits, systematic science vocabulary instruction and exposure to science experiments via hands-on science centers, manipulatives and online labs.

Facilitator

District and school-wide sponsored trainings

Participants

Grade level/subject area teachers

Schedule

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

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 (68%) as measured by the 2014 FCAT scores.

G2.B1 Addressing low skills

G2.B1.S1 Continuation of weekly after school math club to remediate and enhance math skills; 60 minutes per day of direct math instruction; additional computer based instruction

PD Opportunity 1

Addressing low skills

Facilitator

District and School sponsored PD

Participants

Grade level/Subject area teachers

Schedule

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

G3. As we begin a more complex state measure of English/Language Arts, our school goal is to be within 10% (+/-) of our previous proficiency rate (55%=an average of the reading and writing proficiency rates) as measured by the 2014 FCAT scores.

G3.B1 Instructional strategies, scheduling, assessment practices, professional learning curve with new series, parental involvement, student motivation, alignment of instruction with standards, student attendance and behavior

G3.B1.S1 Teachers will continue to participate in district, school-wide and grade level sponsored professional development of the new reading series in order to bring best practices to their instructional strategies. As a faculty, we are studying "Motivating Students Who Don't Care" by Allen N. Mendler in order to increase student motivation. We will continue to work to improve and increase parental involvement throughout the school year.

PD Opportunity 1

Faculty members will continue to participate in district sponsored training of the new reading series throughout the year.

Facilitator

District and School sponsored PD

Participants

Grade level/Subject area teachers

Schedule

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

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Goal 1: 70% of students will score at level 3 or above in science on the 2015 FCAT 2.0.	2,950
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 (68%) as measured by the 2014 FCAT scores.	2,950
Goal 3: As we begin a more complex state measure of English/Language Arts, our school goal is to be within 10% (+/-) of our previous proficiency rate (55%=an average of the reading and writing proficiency rates) as measured by the 2014 FCAT scores.	2,950
Grand Total	8,850

Goal 1: 70% of students will score at level 3 or above in science on the 2015 FCAT 2.0.

Description	Source	Total
B1.S1.A1 - Stipends for professional development and teacher training material	School Improvement Funds	2,950
Total Goal 1		2,950

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 (68%) as measured by the 2014 FCAT scores.

Description	Source	Total
B1.S1.A1 - Stipends for professional development and teacher training material	School Improvement Funds	2,950
Total Goal 2		2,950

Goal 3: As we begin a more complex state measure of English/Language Arts, our school goal is to be within 10% (+/-) of our previous proficiency rate (55%=an average of the reading and writing proficiency rates) as measured by the 2014 FCAT scores.

Description	Source	Total
B1.S1.A1 - Stipends for professional development and teacher training materials	School Improvement Funds	2,950
Total Goal 3		2,950