

Big Cypress Elementary School

3250 GOLDEN GATE BLVD W, Naples, FL 34120

[no web address on file]

School Demographics

School Type
Elementary

Title I
No

Free/Reduced Price Lunch
57%

Alternative/ESE Center
No

Charter School
No

Minority
53%

School Grades History

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

School Board Approval

This plan is pending approval by the Collier County School Board.

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	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Provide exceptional educational opportunities and experiences which motivate and engage each and every student.

Provide the school's vision statement

All students will complete elementary school ready for ongoing learning and for future community and global responsibilities.

School Environment

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

During staff development prior to school openings, we implement activities which promote a positive staff climate. These activities foster personal growth and awareness of each other's interests, cultural backgrounds and past experiences. We then share our activities with our students through classroom discussions, the morning news program, front office displays and posters that are exhibited in the media center and cafeteria. Past activities have included team-building games, career paths that led to teaching, personal coat of arms that target our values, beliefs and strengths and anonymously-given positive affirmations. This school year's activity included a "What's on YOUR Bucket List? What have you accomplished and what do you still want to do?" Students appreciate learning about their teacher's cultural values and career paths and openly share their own interests and values through class discussions, poster presentations and morning news announcements. Sharing activities between the staff and then extending our "selves" to our students, enhances the ongoing positive relationship between all of us. We genuinely refer to ourselves as the "BCE Family".

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

Our school creates a positive and safe environment through the implementation of numerous school-wide programs. We provide an active Peer Mediation (conflict resolution) program, the Be Cool (conflict management) program, a student council and safety patrols. We include an emphasis on bringing awareness to bullying (i.e. "Wear Blue Monday", "Step Up to Bullying" videos on morning news) and working collaboratively with students to get through conflict. Our before school and afterschool programs follow our lead; utilizing a positive Bobcat incentive program. This program is similar to the PBS program, which we implement as BCE Bobcats during the school day. Parents are involved in the decision-making process and we listen to their concerns and suggestions, continuing to improve the safety and well-being of all of our students and staff. Our Youth Relations Deputy (YRD) has established a long-term positive relationship with our students and they feel very comfortable seeking her out to share their concerns. Our physical structure is completely surrounded by a fence; ensuring the physical safety of all of our children and staff.

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

Staff development of the PBS behavioral expectations is an ongoing process, providing all staff members with “tune-ups”, while helping new staff members get off to a positive start with their students. We have monthly incentives that reinforce appropriate behavior for the classroom, individual incentives on a daily basis that reinforce individual students, and staff recognition awards that celebrate our staff’s accomplishments. Behavioral expectations are clearly displayed in all classrooms, the media center, cafeteria, playgrounds, bus and car line, holding areas and the front office. Parents/guardians and students are notified of the disciplinary process through classroom discussions, morning news reports, newsletters and our school website. Our staff is encouraged to utilize minor/major referrals as needed, including positive referrals where students are rewarded for appropriate actions. In order to maximize student engagement time during instruction, Kagan structures and Dojo incentives are utilized.

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

At BCE, the school counselor provides individual and small group counseling services as needed throughout the school year to address a variety of issues including test anxiety, resolving peer conflict through peer mediation and promoting exemplary student behaviors such as being responsible, safe, peaceful and respectful . For individual counseling, teachers and administrators can electronically submit a guidance referral. The counselor then provides counseling and written feedback to the teacher and/or administrator. Often times, the parents also become involved. Small group counseling services are provided, in the areas involving family changes, grief and loss, social skills, anger management and organizational skills. The groups generally meet weekly for six weeks and written permission from the parent or guardian is required. School counseling information is available on our school website, provided at parent conferences and in the front office. Identifying student needs for mentoring and other pupil-related services such as health screenings, is also delivered throughout the year by using our phone dialer system, distribution of newsletters which is also provided on our school’s website.

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

The Leadership Team meets weekly to analyze these factors utilizing the information from Data Warehouse and Student Pass. The team makes recommendations for next steps, including parent conferences, recommendation for Positive Behavior Support referral, change of placement and/or intervention, and Teacher Mentor. The 20% monthly absence report is utilized to schedule face to face meetings with parents, administration and district staff to assist in the improvement of student attendance, at which time guidance for outside of school support resources are provided. Students scoring at a Level 1 on standardized assessments in the prior year are provided with a Progress Monitoring Plan, small group differentiated instruction, targeted assessments and close monitoring of progress.

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	10	1	6	4	7	7	35
One or more suspensions	0	0	2	2	6	5	15
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	16	36	29	81

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

Indicator	Grade Level			Total
	3	4	5	
Students exhibiting two or more indicators	4	4	4	12

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

Monthly meetings are held to discuss the use a variety of research based strategies to improve academic performance of at-risk students. They include, but are not limited to, sending attendance letters and meetings with parents, positive reinforcement of good attendance, goal setting with 4th and 5th grade students, early parent-teacher conferences/Student-Led conferences, utilizing the School Counselor for individual, small group, or parent conferences, analysis of intervention programs and formative assessments, additional teacher support during our literacy blocks, and examining ways to motivate students and provide extra learning opportunities.

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

We have an established community where parents are valued and encouraged to volunteer. Our school counselor works to get volunteers trained, enrolled, and assigned opportunities which match their strengths. We have monthly SAC meetings which are announced on School Messenger, the marquee, and the school website. Our PTA actively recruits members and holds monthly meetings. There are school-wide events that welcome parent participation throughout the school year, including Curriculum Night, Book Fair, Literacy Night, Harvest Festival, Bobcat Walk, Ice Cream Social, Boo Hoo Breakfast, and a new event: STEAM Night. We will continue to conduct Student Led Conferences. Our goal is to increase parent participation in Student Led Conferences by 5% as evidenced by Parent Sign-In sheets.

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

We have several local business partners that support our instructional objectives. McDonald's hosts monthly grade levels to give a percentage of sales back to our school. Our grade level teachers and administration attend these events. Naples Hilton sponsors provide a yearly donation of school supplies for students in need. PTA works with local business partners who participate in a community business banner program which brings in additional funds to the school. The Naples Rotary donates dictionaries to our third grade students yearly. Florida Department of Health supports students in first and third grades with health screenings and UF College of Dentistry provides dental check ups for third grade students. A partnership has also been established with various local colleges where students with Education Majors are provided with practicum hours in designated classrooms, in an effort to help support their learning.

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
Little, Diana	Principal
Monoki, Reka	Assistant Principal
Charles, Mary	Instructional Coach
Clawson, Tina	Other
Green, Pam	Guidance Counselor

Duties

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

The school based Leadership Team meets weekly to discuss Core Instruction/MTSS implementation and progress towards meeting SIP initiatives. The Leadership Team reviews all aspects of the MTSS process, analyzes the effectiveness of instruction/intervention strategies and use of relevant assessments to monitor student progress. The needs for further teacher training and support are also evaluated by the Team. As needs arise, team members support teachers in implementing effective instructional practices, behavior management plans and communication efforts with parents.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The Leadership Team meets bi-weekly with grade level Data Chat Teams to review data and discuss identified topics relating to curriculum, effectiveness of Core instruction and to identify students in need of tiered interventions. In addition, the Teams also meet once per quarter to monitor the ongoing progress of all students, and oversee the parent communication component of the process. The

school PBS/MTSS SIP Team meets monthly to analyze the effectiveness of PBS and MTSS implementation and curriculum related issues, analyzes academic data and identifies where additional interventions and support may be needed to maximize instructional rigor.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Diana Little	Principal
Ashley Ellis	Teacher
Kirsy Valerio	Teacher
Gisselle Castro	Parent
Deputy Sandra Doria	Business/Community
Adrian Roman	Education Support Employee
Nikki Bechtol	Parent
Paula DiGrigoli	Parent
Andrea Tercero	Parent
Pilar Ruiz	Parent
Wendy Mickelson	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

During the September SAC meeting, the SIP is shared and discussed, a review of the 2014 SIP is shared, success of initiatives analyzed, including FCAT data associated with specific goals. Questions are answered and possible additions are reviewed. Results of the 2014 Grade 4 writing data showed a decline in proficiency from previous years, it will again remain a focus for this year's school improvement plan school wide. Math achievement in grades 3-5 showed improvement, which was a focus for the our 2014 SIP. This is all recorded in the minutes.

Development of this school improvement plan

SAC assists in the development, implementation, monitoring, and evaluation of the School Improvement Plan. During the October SAC meeting, the SIP is reviewed, showing any revisions or additions and then a motion made to approve the plan, seconded, and then there is a vote to accept. This is all recorded in the minutes. The draft has been shared for their input and approval will be attained at the October 28th SAC meeting. SAC will have access to the final plan that goes for School Board approval at the November 11th School Board meeting. Additionally, teacher input and recommendations were sought at SIP committee meetings which took place on September 29th. The development of the SIP is a collaboration with SAC, teachers, and leadership. As the principal, all testing data is shared with the SAC as well as district initiatives that focus on student achievement and learning growth which will directly support the implementation of the SIP.

Preparation of the school's annual budget and plan

The budget is established by money that is sent to us per FTE. At the end of the last school year, each school received a small amount of money that rolled over into this school year, \$4400. Additional funds were allocated by the state based on increased enrollment and additional state funds. Budget requests are submitted to the SAC and reviewed for their relevance in how they impact the needs our school. The SAC must have a quorum to vote to approve proposed expenditures.

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

School improvement funds will be utilized to support the Ticket to Read program (\$3500), school-wide character education presentation (\$595), and teacher proposals will be reviewed throughout the 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
Little, Diana	Principal
Charles, Mary	Instructional Coach
Haerle, Kathy	Teacher, K-12
humphrey, heather	Teacher, K-12
Schott, Christine	Teacher, K-12
Mcgreevey, Karen	Teacher, K-12
Cantey, Sarah	Teacher, K-12
wentworth, evelina	Teacher, K-12
perrino, sandra	Teacher, K-12
murphy, sandra	Teacher, K-12
Visgaitis, Nancy	Teacher, K-12
Monoki, Reka	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

The LLT targets current literacy topics of interest or concern to the faculty such as phonics instruction, guided reading, literature circles, close reading and responding to a source in order to improve student achievement. New Florida state sample testing expectations are shared with staff, including test preparation materials. The team also organizes special literacy events to motivate students and encourage a love of reading. These activities include Family Literacy Night, Read-a-thon, Just Read Florida events, Storyteller Jim McKenna. Additional guidance and support of New Florida Standards is provided by Diana Faramo, Coordinator of Reading/Language Arts.

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 are encouraged to work together collaboratively to plan and discuss student achievement during common planning times throughout the week. An enjoyable team building activity was used during pre-service week, designed to continue to build camaraderie among the staff. Team Leaders have been set in place that will help to facilitate growth as a team. Additionally, the Leadership Team provides guidance at bi-weekly morning meetings to support planning instruction and implementing effective intervention strategies. Working together and utilizing everyone's strengths is distinct at each grade level based on subject specific expertise of each member. The reading coach helps facilitate modeling of best practices, coaching cycles, and rich dialogue among teachers. District guidance and assistance with regard to BYOD, IR, Writer's workshop and Math/Science support will be incorporated into this year's instructional program.

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

High yield strategies for recruiting and retaining highly qualified staff include: professional growth opportunities, staff development support, collegial atmosphere, team support of one another, and acknowledgements of success. We are fortunate to sustain a very high teacher retention rate. We celebrate success and continue to build a supportive and collaborative culture that recognizes faculty efforts both formally and informally. We work closely with local colleges and universities in providing opportunities for students to complete observation/practicum hours within our classrooms.

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

Teachers with Clinical Education certification will mentor all teachers new to Collier County, per CCPS mentoring guidelines. Peer mentors are assigned to new teachers by grade level. These staff members meet weekly to discuss effective teaching strategies, lesson plans, daily operations of the school, parent communications, grading and any other issues that are pertinent to the new teacher to achieve success in the classroom.

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

Subject area specific core instructional programs are aligned with the new Florida Standards through the use of state approved instructional materials, district curriculum maps and pacing guides. The authenticity/rigor of instruction is monitored through lesson plans and ongoing classroom observations.

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

Prior FCAT, SAT 10, FAIR (3-5), baseline/ quarterly benchmark assessments and teacher observational data will all be utilized to help differentiate instruction and focus on the needs of individual students. Students will be supported through the 60 minute uninterrupted Literacy Block which includes guided reading instruction and remedial support with Resource/ELL/ESE teachers pushing in to classrooms in a rotational format, allowing for maximized student/teacher contact time. "Ticket to Read" computer-based program for phonics in K-2 and reading comprehension, vocabulary, fluency in grades 2-5. This program will also be utilized to provide additional support during this time. Groups will remain fluid as students make progress and require modification of strategies for continued success.

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: 10,000

Our program offers homework; typing skills; Scholastic Reading Counts; art projects; Ticket to Read, technology programs, physical activity, healthy snack before and after school day for an additional 5 hours.

Strategy Rationale

Big Cypress Elementary offers extended learning opportunities both before and after school. Our program provides homework help, support for math and reading, typing skills, physical activity and enrichment courses to participants.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Little, Diana, littld@collierschools.com

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

N/A

Student Transition and Readiness

PreK-12 Transition

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

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

Fifth grade students moving onto middle school are afforded the opportunity to visit their future schools during an organized visit during the second semester. Middle school personnel review various expectations, procedures and highlights which help better prepare students for this transition. Our school counselor provides outreach to receiving schools with regard to specific student concerns and needs, the assistant principal provides active 504 information to middle school coordinators as well. Student option sheets with 5th Grade Student Data Profiles are sent to middle schools to make the transition as smooth as possible. A kindergarten orientation meeting is held yearly in the Spring to

welcome students who will be matriculating into their first year at BCE. Future students and parents are provided a tour of the campus and are given the opportunity to observe and visit classrooms.

College and Career Readiness

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

N/A

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

N/A

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

N/A

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

N/A

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If teachers continue to analyze and interpret ongoing assessment data then they will be better prepared to plan for instruction, intervention and enrichment.

- G2.** If alignment is made to the increased rigor and demand of the new Florida State Standards, with emphasis on specific response to text writing activities in all content areas, then student achievement gains will be made.

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. If teachers continue to analyze and interpret ongoing assessment data then they will be better prepared to plan for instruction, intervention and enrichment. 1a

G041480

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	67.0

Resources Available to Support the Goal 2

- District Benchmark Assessments Subject specific pretests FAIR Data Warehouse Custom Assessments Writing Rubric AIR sample test questions

Targeted Barriers to Achieving the Goal 3

- Teachers will strengthen core instruction by consistently incorporating text dependent questioning into lessons, with an emphasis on expository and informational writing using the 10 point state writing rubric, with continued focus on the differentiation of instruction.

Plan to Monitor Progress Toward G1. 8

Student progress will be monitored through assessment data including district benchmarks, informal assessments, observational data and student data chats.

Person Responsible

Diana Little

Schedule

Weekly, from 9/1/2014 to 6/1/2015

Evidence of Completion

As evidenced by improved academic data on assessments, student data chats, Standards Based Progress Reports and student led conferences.

G2. If alignment is made to the increased rigor and demand of the new Florida State Standards, with emphasis on specific response to text writing activities in all content areas, then student achievement gains will be made. 1a

G041482

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	56.0

Resources Available to Support the Goal 2

- Lesson Plans, Writing Journals/ Portfolios, rubrics, exemplary writing samples, utilization of Writer's Workshop

Targeted Barriers to Achieving the Goal 3

- Teachers need continued support/training in order to increase pedagogical skills in writing instruction, with added emphasis on the implementation of more text dependent questioning into their daily instruction in all content areas..

Plan to Monitor Progress Toward G2. 8

Student growth will be monitored through Writing Portfolios and responses to text dependent questions in all content areas of instruction.

Person Responsible

Diana Little

Schedule

Daily, from 9/1/2014 to 6/1/2015

Evidence of Completion

Through improved sophistication in writing (using rubric scores), improved F/P levels in reading, effective use of text in response to text dependent questioning in all content areas, benchmark assessments, Standards Based Progress reports.

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. If teachers continue to analyze and interpret ongoing assessment data then they will be better prepared to plan for instruction, intervention and enrichment. **1**

 G041480

G1.B1 Teachers will strengthen core instruction by consistently incorporating text dependent questioning into lessons, with an emphasis on expository and informational writing using the 10 point state writing rubric, with continued focus on the differentiation of instruction. **2**

 B100531

G1.B1.S1 Teachers will incorporate a minimum of two structured writing activities in all units of study in order to: • Interact with new knowledge.(7 - Organizing Students to Interact with New Knowledge) • Process new information (10 - Processing New Information) • Practice and deepen knowledge (15 - Organizing Students to Practice and Deepen Knowledge) •Examine errors in Reasoning (18 - examine own reasoning and information presented to them) •Recording and Representing Knowledge (12 - students record understanding in linguistic and non-linguistic ways) **4**

 S111773

Strategy Rationale

These elements all support the increased rigor and demand of the New Florida State Standards and subsequent standardized testing requirements which will lead to increased student achievement levels.

Action Step 1 **5**

Will continue to analyze student data from which instruction will be differentiated to meet the needs of individual students as subject specific pioneers will be used to strengthen delivery of instruction.

Person Responsible

Diana Little

Schedule

Weekly, from 8/25/2014 to 6/1/2015

Evidence of Completion

Bi monthly data chats, lesson plans, various CTEM observations, student artifacts, pre/post tests.

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

Analysis of assessment data, differentiation of instruction and intervention or enrichment will be monitored through CTEM observations, viewing of lesson plans and grade level data meetings.

Person Responsible

Diana Little

Schedule

Biweekly, from 9/1/2014 to 6/1/2015

Evidence of Completion

As evidenced by guided reading, flexible small group instruction, lesson plans, CTEM walkthroughs during designated literacy blocks and use of a master schedule of subject specific instruction. Student artifacts and Student Led conference data will also be utilized as monitoring tools for fidelity of implementation.

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

Effectiveness of instruction will be monitored through CTEM classroom observations, trend data on student growth, flexibility grouping, continued analysis of data through biweekly dialogue.

Person Responsible

Diana Little

Schedule

Daily, from 9/1/2014 to 6/1/2015

Evidence of Completion

As evidenced by improved academic data on assessments, observational data, report card grades, student led conferences.

G2. If alignment is made to the increased rigor and demand of the new Florida State Standards, with emphasis on specific response to text writing activities in all content areas, then student achievement gains will be made.

1

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G2.B1 Teachers need continued support/training in order to increase pedagogical skills in writing instruction, with added emphasis on the implementation of more text dependent questioning into their daily instruction in all content areas.. 2

B100533

G2.B1.S1 Teachers will use a variety of strategies for processing and elaborating on new information, focusing on written responses. e.g., Cornell Notes, Marking the Text, Generating Text-Dependent Questions, Reciprocal Teaching (#7 Organizing Students to Interact with New Knowledge, #10 Processing New Information, #11 Elaborating on New Information). Teachers will use a variety of strategies to have students record or represent their learning, e.g., CCS: Higher-Order Thinking Questions, Summarizing, Paraphrasing, Entrance and Exit Cards, Academic Notebooks (with focused feedback), "Process Writing across Content Areas" (#13 Recording and Representing Knowledge 4

S111775

Strategy Rationale

These elements all support the increased rigor and demand of the New Florida State Standards and subsequent standardized testing requirements.

Action Step 1 5

Teachers will be supported in improving writing instruction in all content areas through increased staff development.

Person Responsible

Diana Little

Schedule

Daily, from 9/1/2014 to 6/1/2015

Evidence of Completion

Modeling, observation, team/individual planning (evidenced by agendas), use of state 10 point writing rubric and staff development in Writer's Workshop will be scheduled, embedding science, social studies and math content into text dependent writing and the formal writing process (portfolios), including extension activities.

Action Step 2 5

Teachers will be supported with hands-on Science instruction through the development of a Science Lab, resource teacher assistance including district support.

Person Responsible

Diana Little

Schedule

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

Evidence of Completion

Student science journals, science experiments and additional exemplary science based writings, use of Science Lab and improved 2015 FCAT 2.0 Science scores for 5th grade students.

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

Monitoring and fidelity of implementation will be made through CTEM classroom observations, viewing of lesson plans, student artifacts and continued dialogue through data chats.

Person Responsible

Diana Little

Schedule

Weekly, from 9/1/2014 to 6/1/2015

Evidence of Completion

Embedding science, social studies and math content into text dependent written responses, and the writing process. This will be monitored through viewing of student portfolios, academic journals, student data chats, lesson plans and CTEM observations.

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

Students' overall improvement of writing skills will be monitored through student portfolios and content based responses to text dependent questions.

Person Responsible

Diana Little

Schedule

Daily, from 9/1/2014 to 6/1/2015

Evidence of Completion

Through improved sophistication in writing (as evidenced by rubric scores), improved F/P levels in reading, effective use of text in response to text dependent questioning, benchmark assessments, Standards Based Progress 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	Will continue to analyze student data from which instruction will be differentiated to meet the needs of individual students as subject specific pioneers will be used to strengthen delivery of instruction.	Little, Diana	8/25/2014	Bi monthly data chats, lesson plans, various CTEM observations, student artifacts, pre/post tests.	6/1/2015 weekly
G2.B1.S1.A1	Teachers will be supported in improving writing instruction in all content areas through increased staff development.	Little, Diana	9/1/2014	Modeling, observation, team/individual planning (evidenced by agendas), use of state 10 point writing rubric and staff development in Writer's Workshop will be scheduled, embedding science, social studies and math content into text dependent writing and the formal writing process (portfolios), including extension activities.	6/1/2015 daily
G2.B1.S1.A2	Teachers will be supported with hands-on Science instruction through the development of a Science Lab, resource teacher assistance including district support.	Little, Diana	10/1/2014	Student science journals, science experiments and additional exemplary science based writings, use of Science Lab and improved 2015 FCAT 2.0 Science scores for 5th grade students.	6/1/2015 weekly
G1.MA1	Student progress will be monitored through assessment data including district benchmarks, informal assessments, observational data and student data chats.	Little, Diana	9/1/2014	As evidenced by improved academic data on assessments, student data chats, Standards Based Progress Reports and student led conferences.	6/1/2015 weekly
G1.B1.S1.MA1	Effectiveness of instruction will be monitored through CTEM classroom observations, trend data on student growth, flexibility grouping, continued analysis of data through biweekly dialogue.	Little, Diana	9/1/2014	As evidenced by improved academic data on assessments, observational data, report card grades, student led conferences.	6/1/2015 daily
G1.B1.S1.MA1	Analysis of assessment data, differentiation of instruction and intervention or enrichment will be	Little, Diana	9/1/2014	As evidenced by guided reading, flexible small group instruction, lesson plans, CTEM walkthroughs during	6/1/2015 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	monitored through CTEM observations, viewing of lesson plans and grade level data meetings.			designated literacy blocks and use of a master schedule of subject specific instruction. Student artifacts and Student Led conference data will also be utilized as monitoring tools for fidelity of implementation.	
G2.MA1	Student growth will be monitored through Writing Portfolios and responses to text dependent questions in all content areas of instruction.	Little, Diana	9/1/2014	Through improved sophistication in writing (using rubric scores), improved F/P levels in reading, effective use of text in response to text dependent questioning in all content areas, benchmark assessments, Standards Based Progress reports.	6/1/2015 daily
G2.B1.S1.MA1	Students' overall improvement of writing skills will be monitored through student portfolios and content based responses to text dependent questions.	Little, Diana	9/1/2014	Through improved sophistication in writing (as evidenced by rubric scores), improved F/P levels in reading, effective use of text in response to text dependent questioning, benchmark assessments, Standards Based Progress Reports.	6/1/2015 daily
G2.B1.S1.MA1	Monitoring and fidelity of implementation will be made through CTEM classroom observations, viewing of lesson plans, student artifacts and continued dialogue through data chats.	Little, Diana	9/1/2014	Embedding science, social studies and math content into text dependent written responses, and the writing process. This will be monitored through viewing of student portfolios, academic journals, student data chats, lesson plans and CTEM observations.	6/1/2015 weekly

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. If teachers continue to analyze and interpret ongoing assessment data then they will be better prepared to plan for instruction, intervention and enrichment.

G1.B1 Teachers will strengthen core instruction by consistently incorporating text dependent questioning into lessons, with an emphasis on expository and informational writing using the 10 point state writing rubric, with continued focus on the differentiation of instruction.

G1.B1.S1 Teachers will incorporate a minimum of two structured writing activities in all units of study in order to:

- Interact with new knowledge.(7 - Organizing Students to Interact with New Knowledge) • Process new information (10 - Processing New Information) • Practice and deepen knowledge (15 - Organizing Students to Practice and Deepen Knowledge) •Examine errors in Reasoning (18 - examine own reasoning and information presented to them) •Recording and Representing Knowledge (12 - students record understanding in linguistic and non-linguistic ways)

PD Opportunity 1

Will continue to analyze student data from which instruction will be differentiated to meet the needs of individual students as subject specific pioneers will be used to strengthen delivery of instruction.

Facilitator

Teachers/Reading Coach/Administration

Participants

Teachers/Reading Coach/Administration

Schedule

Weekly, from 8/25/2014 to 6/1/2015

G2. If alignment is made to the increased rigor and demand of the new Florida State Standards, with emphasis on specific response to text writing activities in all content areas, then student achievement gains will be made.

G2.B1 Teachers need continued support/training in order to increase pedagogical skills in writing instruction, with added emphasis on the implementation of more text dependent questioning into their daily instruction in all content areas..

G2.B1.S1 Teachers will use a variety of strategies for processing and elaborating on new information, focusing on written responses. e.g., Cornell Notes, Marking the Text, Generating Text-Dependent Questions, Reciprocal Teaching (#7 Organizing Students to Interact with New Knowledge, #10 Processing New Information, #11 Elaborating on New Information). Teachers will use a variety of strategies to have students record or represent their learning, e.g., CCS: Higher-Order Thinking Questions, Summarizing, Paraphrasing, Entrance and Exit Cards, Academic Notebooks (with focused feedback), "Process Writing across Content Areas" (#13 Recording and Representing Knowledge

PD Opportunity 1

Teachers will be supported in improving writing instruction in all content areas through increased staff development.

Facilitator

Reading Coach/Administration/District personnel

Participants

Teachers/Administration

Schedule

Daily, from 9/1/2014 to 6/1/2015

PD Opportunity 2

Teachers will be supported with hands-on Science instruction through the development of a Science Lab, resource teacher assistance including district support.

Facilitator

Participants

Schedule

Weekly, from 10/1/2014 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: If teachers continue to analyze and interpret ongoing assessment data then they will be better prepared to plan for instruction, intervention and enrichment.	5,700
Grand Total	5,700

Goal 1: If teachers continue to analyze and interpret ongoing assessment data then they will be better prepared to plan for instruction, intervention and enrichment.		
Description	Source	Total
B1.S1.A1 - Instructional materials for new standards	School Improvement Funds	5,700
Total Goal 1		5,700