

Stephen Foster Elementary School



2014-15 School Improvement Plan

Stephen Foster Elementary School

3800 NW 6TH ST, Gainesville, FL 32609

<http://www.sbac.edu/pages/acps>

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
61%

Alternative/ESE Center
No

Charter School
No

Minority
68%

School Grades History

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

School Board Approval

This plan is pending approval by the Alachua 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	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

At Stephen Foster, we challenge students to become all they can be—
Accepting responsibility for their choices and feeling pride in their accomplishments.
We provide a caring learning environment, encouraging a partnership of mutual respect within the Foster community.

Provide the school's vision statement

We are committed to the success of every student.

School Environment

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

At the beginning of the school year we hold a Meet Your Teacher day as well as an Open House event. These two school-wide events serve to bring parents, students, and teachers together in order for all to learn about each other, the school, and any unique needs to be addressed.

Individual teachers learn about students, cultures, and backgrounds through student and teacher conferences and class-level activities.

We build relationships between teachers and students through a number of school-level programs that encourage/foster interaction, understanding, and building awareness. Examples include:

- Positive Behavior Support (PBS) School Management Plan
- Social Skills instruction
- STAR Student of the Week
- Student of the Month
- Teacher-led Reward Activities: Frequent activities (e.g. Lunch Bunch, Lunch with the Principal, Origami, etc) that students can select as a reward through our PBS system.

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

Our students feel safe and respected before, during and after school because they are taught to know exactly what the Stephen Foster expectations are, and what to do if they experience a situation that makes them feel unsafe or disrespected.

We have school-wide expectations and rules clearly posted in all areas of the school. Faculty and Staff refer to these posters frequently as they remind students how to move safely and treat others on our campus. Our posted rules include the following areas: Classroom, Bathrooms, Hallways, Playground, Cafeteria, and Dismissal.

Students are also taught to report any safety or social misbehavior immediately, and understand that their concerns will be addressed in a timely manner. We let them know that at our school, the adults take student and staff safety seriously, and that the adults will handle any violations.

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

Our school-wide behavior system is based on the principles of Florida's Positive Behavior Support program. Our school-wide Expectations are: Stay Safe, Take Responsibility, Actively Learn, and Respect, or STAR. We have STAR posters in every setting, and direct the students' attention to those expectations daily. Each classroom has posted rules that tie into the STAR Expectations. When students demonstrate STAR behaviors, teachers and staff give them a laminated star. The students turn their stars over to their Homeroom Teacher, who records their total number. The stars are used to purchase Teacher Events, Dress Down Days, and STAR Events; all of which are positive reinforcement experiences.

Each classroom also has a color-based classroom management system. The students begin each day on Blue. If there is a rule violation, the students move their color to Green (Warning). A second rule violation moves their color to Yellow (time out spot for 10 minutes). A third violation moves the student's color to Orange (time out for 10 minutes, phone call/note home). If the child has to move their color to Red, the teacher writes a Discipline Referral describing the student's actions, and sends him/her to the Behavior Resource Teacher.

The Behavior Resource Teacher talks with the child about the choices he/she made to get a referral, and has the student complete a Time Out Journal. The parent is contacted by phone, and the student is escorted back to class. The student then apologizes to the teacher and/or student(s) when necessary, and is allowed to resume learning in their class.

Every effort is made to keep our students at school, engaged in learning. When a student's behavior creates a safety concern, or is so grievous that returning to class immediately is not an option, the student spends the day with the Behavior Resource Teacher as an in-school detention consequence. Only when the District protocol requires an out of school suspension for specific behavior incidents do we impose suspension as a consequence.

Our Safety/PBS Committee, whose members are teachers from each grade level and department, meets monthly to review our behavioral data and problem-solve any concerns from each team. We also plan our monthly Dress Down Days, and our STAR Events, which are held every 9 nine weeks for students who have earned through their positive behaviors the required number of stars needed to attend the event.

School personnel are trained throughout the school year by participating in committee meetings, inservices and book studies about classroom management strategies.

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

Foster ensures that the social-emotional needs of all students are being met through the following services:

- Classroom guidance
- K: DUSO: Discovering Understanding of Self & Others
- 1st: Ready to Learn
- 2nd: Second Step
- 3rd: Ready for Success
- 4th: Student Success Skills
- 5th: Second Step
- All grades: Mendez Too Good For Drugs, Foster Career Unit, MBF Child Safety Matters and our PBS STAR curriculum.
- Our STAR Behavioral Expectations are reinforced throughout the Stephen Foster campus every school day. Students have weekly direct instruction enabling them to use the positive behavioral choices needed to be successful achievers both at school and in the community. New Student Orientation is held monthly by the counselor & Behavior Resource Teacher to familiarize students new to Foster with our STAR expectations.
- Students at Stephen Foster have daily opportunities to earn STARS that can be redeemed for special STAR Events. Special STAR Events include STAR teacher activities, monthly themed STAR dress down days, and quarterly STAR events planned by the 4th & 5th grade STAR Council.

- Each week, a STAR Student ribbon is awarded to a student in every homeroom who best demonstrates the STAR Expectations. In addition, a monthly STAR Citizen is recognized from each homeroom at Flag Ceremony and with a STAR photo on the "Be a STAR" window in the front office.

Interventions:

Tier 2 Interventions: Weekly targeted small group counseling as a behavioral intervention using Second Step, small group counseling as needed (divorce, test anxiety, grief, anger management, etc.)

Tier 3 Interventions: Weekly targeted small group counseling using as a behavioral intervention using Skillstreaming.

In addition, we provide a comprehensive counseling program. The ultimate goal of our comprehensive school counseling program is student success. The program is delivered through the school counseling curriculum, individual student planning, responsive services, program management, and system support. The three domains of academic, personal/social, and career development are addressed in the program as it focuses on what all students should know, understand, and be able to do in order to develop into contributing members of their communities.

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

Our school Leadership Team meets on a weekly basis to review data from the previous week, discuss school concerns, and plan/make decisions as we move forward. We review the following:

- Previous week's discipline referrals including all consequences. Discussions focus on trends, individual students, consequences, possible modifications to school or class systems, and proactive strategies.
- Students in behavioral interventions and their progress.
- Students in academic interventions and their progress.
- Attendance concerns

Throughout the year, meetings are held with teams or individuals that include members of the leadership team (Principal, CRT, FCIM facilitator) and Title 1 teachers to review academic data and student progress. We review ongoing progress in academic subjects, grades, and trends. Topics of discussion include, but are not limited to, adjustments to instruction, need for Educational Planning Team meetings, need for interventions, or possible retention.

When state assessment scores arrive teachers, leadership team members, and Title 1 teachers discuss students and need for additional support in the upcoming year. Students in the lowest quartile are identified and plans are started to intervene as quickly as possible upon the start of the new school year.

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	11	7	4	3	4	3	32
One or more suspensions	6	2	3	5	0	1	17
Course failure in ELA or Math	3	9	3	2	1	7	25
Level 1 on statewide assessment	0	0	0	19	7	10	36

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

Indicator	Grade Level					Total
	1	2	3	4	5	
Students exhibiting two or more indicators	3	1	2	1	2	9

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

Tier 1 Intervention Strategies

- Differentiated instruction occurs during literacy workstations and in small groups. Reading Street, Discovery Education, leveled content readers, and Waterford will be incorporated during Tier 1 instruction to improve the academic performance of students identified by the early warning system.

Tier 2 Intervention Strategies

- In addition to the core curriculum, Tier 2 interventions will provide students with additional instruction four to five times a week for approximately 30-60 minutes. The intervention team will implement the My Sidewalks on Reading Street: Intensive Reading Intervention Program to all grade levels for Tier 2 instruction. My Sidewalks is a research based program that encompasses the five essential components of effective reading instruction with a systematic, explicit approach. Regular routines are established allowing optimal learning gains for those identified by the early warning system.

-SRA's Early Reading Tutor allows Kindergarten students to receive additional reading support for 10-15 minutes a day. It is intended to increase phonemic awareness and alphabetic knowledge. The program will build decoding skills and allow students time to applying fluency skills in connected text.

Tier 3 Intervention Strategies

-Scientificallly researched based programs will be used for an additional 60 minutes of instruction when Tier 1 and 2 interventions are not sufficient for students identified by the early warning system. Individual strengths and weakness will be identified with a targeted plan for improvement.

-In Kindergarten, we will implement the Earobics Reading Intervention Program which takes a multisensory approach to help students struggling with phonemic awareness and phonics.

-Language for Learning will be used to promote oral language development with identified Kindergarteners.

-Phonics for Reading will be used in grades 1-5. This program builds phonemic awareness, decoding, and fluency skills in a systematic, explicit way to help struggling readers build a foundation for reading comprehension.

-Focus on Reading or Zoom in will be used in grades 1-5 for strategy-specific reading comprehension instruction. They are focused and highly scaffolded reading intervention programs to help our students

become proficient readers.

Extended Day Intervention Strategies

-Achieve 3000 is intended for use during our extended day interventions to strengthen literacy skills and better prepare our students for college and career readiness. This learning opportunity will provide students with an additional 120 minutes per week of literacy instruction over the course of 23 weeks.

-Number Worlds and/ or Math Triumphs will be used during our extended day interventions with students who are struggling in mathematics. This learning opportunity will provide students with an additional 120 minutes per week while working in a small group setting.

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/201186>.

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

The process by which we build and sustain partnerships includes working with our district Volunteer & Business Partnership Program as our initial contact and support. We continue to build on those established relationships through communication, invitations to serve on SAC and/or PTA, and invitations to support/sponsor events such as our school carnival.

Additional methods of building/sustaining relationships include:

- Our Kindergarten and/or first grade students visit business partners each December and sing holiday carols.
- Our National Elementary Honor Society students volunteer in local community organizations (e.g. Alachua County Humane Society) or coordinate donation drives (e.g. gifts for residents of Ronald McDonald House).
- Field trips
- Altrusa Read-in
- Junior Achievement volunteers
- Foster Grandparent Program
- PTA
- SAC

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
Kuhn, III	Principal
Mayo, Elena	Other
Hopkins, Lisa	Other
Nations, Jamie	Other
Pearson, Karen	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 MTTSS Leadership Team reviews school-level data including FCAT results, benchmark assessments, FAIR, etc. and uses that information to assist in the development of goals. The team also uses this data to guide and support the implementation of the school's MTSS program.

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

Our school uses multiple pieces of data from several sources as the basis for decision making and monitoring. Data sources include, but are not limited to, the following:

- Required state and district assessments (e.g. FAIR, FCAT, Unit, and Benchmark tests)
- School-based assessments (e.g. chapter and unit tests from our school/district-adopted curriculum)
- Progress monitoring assessments from intervention programs in use at the school
- Formal and informal assessment and writing prompts

Data is submitted to the principal, CRT, and FCIM facilitator by the teachers through the use of Google docs for review. In addition, relevant data and performance are discussed at monthly FCIM meetings. These monthly meetings involve the principal, CRT, FCIM Facilitator, grade levels, and any teacher with whom students work. Decisions are made with input from all concerning Tier 1 and Tier 2 interventions.

In the event a child is in Tier 2 interventions and is not progressing as expected an EPT is held and a move to Tier 3 is considered.

This data also helps guide the discussion and evaluation of staff development, resource needs, and effectiveness of existing programs.

Title 1 Part A - Services are provided to ensure students requiring additional remediation are assisted through the use of academic interventions. A pull out tutorial model is used to assist students based on data collected throughout the year. Professional development is provided at both the school and district level and is coordinated by the district. A FCIM Facilitator is hired to help teachers with data collection and analysis as well as instructional strategies.

Title 1 Part C - A migrant liaison provides services and support to parents and students. The liaison coordinates with school personnel, Title I and other school and district programs to ensure student needs are met.

Title 1 Part D - The district receives funds to support the Educational Alternative Outreach Program. Services are coordinated with district drop-out prevention programs.

Title II - The district received supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs. Supplemental funding also used for district mentor coaches and digital educators.

Title III - Services are provided through the district for education materials, home-school communication, and ELL district support services to improve the education of immigrants and English-language learners. Also provided are dictionaries, tutors, and translators.

Title X - A district homeless coordinator provides resources and assistance for students identified as homeless under the McKinney-Vento Act to eliminate barriers to a free and appropriate education. Supplemental Academic Instruction (SAI) - SAI funds will be coordinated with district funds to provide training for third grade teachers.

Violence Prevention Programs - The school offers non-violence and anti-drug programs to the students. In addition, the school is implementing school-wide Positive Behavior Support (PBS). By implementing PBS we hope to increase positive behaviors and improve overall our overall approach to school and learning. We provide weekly social skills instruction using this research-based program which also supports the district's monthly social skills program.

Nutrition Programs - Nutrition programs include highlighting the importance of eating fruits and

vegetables, the Weekend Backpack program that provides food for students, and our district summer meal program.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
James E. Kuhn, III	Principal
Rebecca George	Parent
Buffy Goff	Parent
Mary Beth Lassiter	Education Support Employee
Shane Johnson	Business/Community
Sharon Fletcher	Teacher
Carly Mikell	Teacher
Liz Stark	Business/Community

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

Evaluation and review of the School Improvement Plan (SIP) is an ongoing process that takes place throughout the year. This is critical to the development of the new SIP. Each member of the SAC receives a copy of the SIP and is encouraged to provide input or suggestions.

Development of this school improvement plan

The School Advisory Council reviews ongoing development of the School Improvement Plan and provides input at each stage of development. Development of the School Improvement Plan (SIP) is reviewed at SAC meetings and members are invited to review the plan. Once developed each SAC receives a copy of the SIP for their records. Development of the new SIP includes a review of the previous year's SIP and adjustments are made based on suggestions from SAC.

Preparation of the school's annual budget and plan

The budget is reviewed with the SAC and SAC members are invited to provide input and suggestions. SAC has direct control over Lottery and School Recognition Funds that are use to supplement ongoing programs or fund expenditures not covered by other monies.

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

- National Elementary Honor Society \$2,000.00
- Classroom Supplies \$2,000.00
- School Improvement Projects \$2,000.00
- Substitutes for state testing, staff development, and "as needed" projects - \$4,000.00

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
Nations, Jamie	Instructional Coach
Mayo, Elena	Other
Palmer, Tara	Teacher, K-12
Ward, Layla	Teacher, K-12
Wynns, Kelly	Teacher, K-12
Aarons, Rayna	Teacher, K-12
Blitch, Rebecca	Teacher, K-12
Brailer, Joanna	Instructional Media
Canelas, David	Teacher, K-12
Oldham, Katherine	Teacher, ESE
Vellake, Kerry	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The major initiative of the 2014-2015 school year is the successful implementation of newly adopted Florida Language Arts standards (LAFS) This includes, but is not limited to, the correlation of those standards to our current language arts series and the alignment of our current series to test item specifications of the Florida Standards Assessment.

Staff will receive training in Unpacking the Standards, Test item Specifications, and Increasing Rigor in Workstations.

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 schedule is designed so that grade levels have common planning time during the day. We encourage and support teachers cooperatively planning and sharing ideas/plans. We provide a list of "Who is teaching what?" that lists, by subject and level, all teachers teaching each subject. This list helps teachers identify who they can plan with in a particular subject and level.

We also provide staff development time and days. Substitutes will be provided for teachers/teams to develop writing curriculum and review standards and test item specifications.

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

The principal is the person responsible for hiring within the school. The interview is conducted by the principal and may include other participants including, but not limited to, the Curriculum Resource Teacher/Principal Intern, team leaders, or member of the School Leadership Team.

When recruiting for open positions we look for the most highly qualified applicants and try to find to

person who matches the school, grade level, or team on which the position is open. Certification, experience, and recommendations are all considered when choosing an applicant to interview. In an effort to retain and develop highly qualified teachers and staff, we conduct school-based trainings and mentoring activities throughout the year that match school and district initiatives and curriculum mandates as well as help them meet their own professional development needs.

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

Our school mentoring program includes:

- Pairing beginning teachers with team leaders who provide assistance and mentoring throughout the year,
- Providing new to school teachers an opportunity to spend a day observing veteran teachers. The principal and Curriculum Resource Teacher meet with the teachers beforehand and identify specific areas to observe and then meet again at the end of the day for review and debriefing,
- Beginning teachers are paired with a district mentor who observes and meets with them on a weekly basis to review observations, questions, and items of concern.

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

In order to ensure core academic programs and instructional materials are aligned to Florida's standards we have conducted staff trainings the past two years on unpacking the standards. Unpacking the standards provides the understanding teachers and staff need to be able to objectively compare our resources to the standards. Teachers are then able to identify gaps in what is expected in the new standards to the material provided through our core curriculum. Once gaps are identified, teachers and staff are able to use supplemental materials, online resources, and research-based interventions to close those gaps and provide instruction that comprehensive and well-rounded.

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

As a school we use data as the basis for instructional planning and decision making. Over the course of the year students take multiple assessments at both the school and district level in addition to state mandated assessments. Following an assessment, student scores are reviewed by the leadership team as well as the classroom teacher. Each assessment serves a different function.

At the beginning of the school year state assessment results are used to identify students in the bottom quartile who need supplemental instruction through title 1 or in an ESE classroom. These students are pulled for additional instruction of up to 225 minutes weekly. Supplemental instruction is delivered using research based programs such as Reading Street, Achieve 3000, SRA Language for Learning, and SRA Early Interventions in Reading. Student progress is then monitored using biweekly or chapter tests. Educational Planning Team (EPT) or IEP meetings are scheduled to discuss students who continue having difficulties.

Throughout the year students take biweekly or chapter tests in language arts, mathematics, and science. Data from these tests is used to identify students in need of re-teaching through small group instruction in the regular classroom. In FCIM meetings, the FCIM facilitator, principal, and CRT work

with teachers in designing work stations as well as mini lessons to address specific deficiencies. Additionally, students take district required benchmark or unit tests. The leadership team uses this data to determine if students are continuing to progress as more standards are taught. These benchmarks are more rigorous than chapter or biweekly tests and require students to apply multiple standards in one sitting. Teachers also use this data to assess mastery on items that have been previously retaught based on bi-weekly or chapter test data. In FCIM meetings, the FCIM facilitator, principal, and CRT work with teachers in designing work stations as well as mini lessons to address continued deficiencies.

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: 13,800

Achieve 3000 computer-based intervention program.

Strategy Rationale

This research-based intervention program will support students in the area of reading and provide an additional 13,800 minutes of instruction over the course of the year. Each child receives two extra hours of reading work per week the complements and supports the core instructional program.

Strategy Purpose(s)

- Core Academic Instruction
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Nations, Jamie, nationsjl@gm.sbac.edu

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

Data is collected through the use of the program's monitoring tool.

Strategy: Extended School Day

Minutes added to school year: 3,060

Afterschool tutoring program using Florida Ready. Program is aligned to Florida's state standards and provides a pretest to determine benchmarks in need of more training. Students are taught by a highly-qualified teacher in small afterschool intervention groups.

Strategy Rationale

This afterschool program will focus on supplemental math instruction. Our primary intervention focus during the day is reading and this will provide the additional math support our students need.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Nations, Jamie, nationsjl@gm.sbac.edu

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

Data is collected through the use of program specific assessments that track progress toward mastery of taught benchmarks.

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

Through the Voluntary Pre-K (VPK) program the district provides an opportunity for every four year old to participate in prekindergarten classes to be better prepared to enter kindergarten. The school parent resource room has resources available to check out or keep for parents of pre-K students. In addition, kindergarten readiness materials are given out at Kindergarten Roundup each year.

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.** The percent of students making learning gains will increase.
- G2.** The percent of students scoring at or above proficiency will increase.

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. The percent of students making learning gains will increase. 1a

G041627

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	67.0
Math Lowest 25% Gains	84.0
Math Gains	84.0
ELA/Reading Gains	74.0

Resources Available to Support the Goal 2

- We use the following intervention materials/resources with students who have been identified as falling in the lowest quartile on state and district assessments: My Sidewalks, SRA Early Reading Tutor and Early Interventions in Reading, Earobics, Language for Learning, Phonics for Reading, FOCUS and ZOOM, My Math Intervention, Number Worlds, Achieve 3000.
- Title 1 Personnel
- Non-Title 1 Personnel

Targeted Barriers to Achieving the Goal 3

- Students lack prerequisite skills needed for mastery of grade-level content.
- Parent Involvement

Plan to Monitor Progress Toward G1. 8

Student progress is monitored throughout the year during school meetings (e.g. FCIM, EPT, Team, Leadership Team). Decisions are made in these meetings about whether to continue in the intervention, decrease intensity, or increase intensity.

Person Responsible

Jamie Nations

Schedule

On 6/1/2015

Evidence of Completion

EPT meetings are held as needed.

G2. The percent of students scoring at or above proficiency will increase. 1a

G041628

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	82.0
AMO Reading - All Students	79.0
FCAT 2.0 Science Proficiency	85.0

Resources Available to Support the Goal 2

- We use the following intervention materials/resources with students who have been identified as falling in the lowest quartile on state and district assessments: My Sidewalks, SRA Early Reading Tutor and Early Interventions in Reading, Earobics, Language for Learning, Phonics for Reading, FOCUS and ZOOM, My Math Intervention, Number Worlds, Achieve 3000.
- District-adopted core curriculum programs.
- Language Arts Florida Standards, Mathematics Florida Standards
- All school personnel

Targeted Barriers to Achieving the Goal 3

- Students lack prerequisite skills needed for mastery of grade-level content.
- The difference in complexity between questions being asked in curriculum and the new state standards.

Plan to Monitor Progress Toward G2. 8

As teachers submit lesson plans throughout the year they are monitored for inclusion of higher order questions. Lesson plans are reviewed based on a predetermined schedule.

Person Responsible

James Kuhn, III

Schedule

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

Evidence of Completion

Lesson plans have been submitted following the predetermined schedule and those plans have been reviewed throughout the year.

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. The percent of students making learning gains will increase. **1**

 G041627

G1.B1 Students lack prerequisite skills needed for mastery of grade-level content. **2**

 B100972

G1.B1.S1 Students are pulled for additional interventions. **4**

 S112232

Strategy Rationale

Students who lack prerequisite skills in reading and/or math need additional support through academic interventions.

Action Step 1 **5**

Students are identified by using multiple sources of data (e.g. FCAT, FAIR, Benchmark) as being in the lowest quartile.

Person Responsible

Jamie Nations

Schedule

Monthly, from 8/25/2014 to 6/2/2015

Evidence of Completion

Students are identified and placed in interventions.

Action Step 2 5

Students receive interventions during the school day or during extended day interventions. Teachers are trained and students are pulled from non-core academic times (e.g. Resource, Homeroom PE) or after school.

Person Responsible

Jamie Nations

Schedule

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

Evidence of Completion

Schedules have been built and students are scheduled in our district database/schedule. Students are tied to specific teachers who teach interventions. Record of extended day tutoring is on file in Title 1 room.

Action Step 3 5

Teachers receive training in intervention programs being used at the school.

Person Responsible

Jamie Nations

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Training schedule, completed, and documented in ACIIS.

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

Throughout the school year, as data becomes available, students will continue to be identified and monitored.

Person Responsible

Jamie Nations

Schedule

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

Evidence of Completion

Students have been identified, schedules have been developed, and interventions are implemented.

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

Schedules, Progress Monitoring Data

Person Responsible

Jamie Nations

Schedule

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

Evidence of Completion

Schedules have been completed. Data is being collected throughout the year.

G1.B4 Parent Involvement 2

 B129136

G1.B4.S1 Monthly parent meetings focused on curriculum, ways to help children at home, and gathering input for development of school plans. 4

 S141293

Strategy Rationale

Increased parent involvement and understanding of curriculum will have a positive impact on children and the school.

Action Step 1 5

Monthly parent meetings focused on curriculum, ways to help children at home, and gathering input for development of school plans.

Person Responsible

Diane Melnick

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Schedules/trainings developed and planned. Meetings have been held.

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Agendas, training materials, and records of participation are created and archived.

Person Responsible

Diane Melnick

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Agendas, plans, records of participation.

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Parent surveys will be completed.

Person Responsible

Diane Melnick

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Survey results will be kept on file in Title 1 room.

G2. The percent of students scoring at or above proficiency will increase. 1

G041628

G2.B3 The difference in complexity between questions being asked in curriculum and the new state standards. 2

B100977

G2.B3.S1 Unpack language arts and math standards. 4

S112234

Strategy Rationale

A better understanding of the standards and complexity of items will help teachers align instruction.

Action Step 1 5

Faculty training on the unpacking standards.

Person Responsible

Elena Mayo

Schedule

On 10/1/2014

Evidence of Completion

Training conducted during October faculty meeting.

Action Step 2 5

Faculty training on FSA and Test Item Specifications

Person Responsible

James Kuhn, III

Schedule

On 11/5/2014

Evidence of Completion

Training conducted during November faculty meeting.

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Teachers will include higher order questions that match rigor/complexity reflected in standards.

Person Responsible

James Kuhn, III

Schedule

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

Evidence of Completion

Lesson plans have been monitored throughout the year and higher order questions are listed.

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Higher order questions that match rigor/complexity reflected in standards are listed in each teacher's lesson plans.

Person Responsible

James Kuhn, III

Schedule

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

Evidence of Completion

Principal has monitored lesson plans throughout year.

G2.B3.S2 Implement district-adopted curriculum. 4

S141278

Strategy Rationale

The district-adopted curriculum is closely aligned with the Language Arts Florida Standards and the Mathematics Florida Standards. This provides a strong base upon which to build our core instructional program.

Action Step 1 5

Implement district-adopted curriculum in all subject areas.

Person Responsible

James Kuhn, III

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Lesson plans, classroom walkthroughs, observations.

Plan to Monitor Fidelity of Implementation of G2.B3.S2 6

Principal and CRT/Principal Intern will review lesson plans, conduct classroom walkthroughs and observations.

Person Responsible

James Kuhn, III

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Lesson plans reviewed, walkthroughs and observations completed and documented in ACIS.

Plan to Monitor Effectiveness of Implementation of G2.B3.S2 7

Teachers will submit progress monitoring data in reading, math, science, and writing.

Person Responsible

Elena Mayo

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Data has been submitted.

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	Students are identified by using multiple sources of data (e.g. FCAT, FAIR, Benchmark) as being in the lowest quartile.	Nations, Jamie	8/25/2014	Students are identified and placed in interventions.	6/2/2015 monthly
G2.B3.S1.A1	Faculty training on the unpacking standards.	Mayo, Elena	10/1/2014	Training conducted during October faculty meeting.	10/1/2014 one-time
G2.B3.S2.A1	Implement district-adopted curriculum in all subject areas.	Kuhn, III, James	8/18/2014	Lesson plans, classroom walkthroughs, observations.	6/4/2015 daily
G1.B4.S1.A1	Monthly parent meetings focused on curriculum, ways to help children at home, and gathering input for development of school plans.	Melnick, Diane	8/18/2014	Schedules/trainings developed and planned. Meetings have been held.	6/4/2015 monthly
G1.B1.S1.A2	Students receive interventions during the school day or during extended day interventions. Teachers are trained and students are pulled from non-core academic times (e.g. Resource, Homeroom PE) or after school.	Nations, Jamie	8/25/2014	Schedules have been built and students are scheduled in our district database/ schedule. Students are tied to specific teachers who teach interventions. Record of extended day tutoring is on file in Title 1 room.	6/1/2015 weekly
G2.B3.S1.A2	Faculty training on FSA and Test Item Specifications	Kuhn, III, James	11/5/2014	Training conducted during November faculty meeting.	11/5/2014 one-time
G1.B1.S1.A3	Teachers receive training in intervention programs being used at the school.	Nations, Jamie	8/18/2014	Training schedule, completed, and documented in ACIS.	6/4/2015 quarterly
G1.MA1	Student progress is monitored throughout the year during school meetings (e.g. FCIM, EPT, Team, Leadership Team). Decisions are made in these meetings about whether to continue in the intervention, decrease intensity, or increase intensity.	Nations, Jamie	8/25/2014	EPT meetings are held as needed.	6/1/2015 one-time
G1.B1.S1.MA1	Schedules, Progress Monitoring Data	Nations, Jamie	8/25/2014	Schedules have been completed. Data is being collected throughout the year.	6/1/2015 monthly
G1.B1.S1.MA1	Throughout the school year, as data becomes available, students will continue to be identified and monitored.	Nations, Jamie	8/25/2014	Students have been identified, schedules have been developed, and interventions are implemented.	6/1/2015 monthly
G1.B4.S1.MA1	Parent surveys will be completed.	Melnick, Diane	8/18/2014	Survey results will be kept on file in Title 1 room.	6/4/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B4.S1.MA1	Agendas, training materials, and records of participation are created and archived.	Melnick, Diane	8/18/2014	Agendas, plans, records of participation.	6/4/2015 monthly
G2.MA1	As teachers submit lesson plans throughout the year they are monitored for inclusion of higher order questions. Lesson plans are reviewed based on a predetermined schedule.	Kuhn, III, James	10/1/2014	Lesson plans have been submitted following the predetermined schedule and those plans have been reviewed throughout the year.	6/1/2015 monthly
G2.B3.S1.MA1	Higher order questions that match rigor/complexity reflected in standards are listed in each teacher's lesson plans.	Kuhn, III, James	10/1/2014	Principal has monitored lesson plans throughout year.	6/1/2015 monthly
G2.B3.S1.MA1	Teachers will include higher order questions that match rigor/complexity reflected in standards.	Kuhn, III, James	10/1/2014	Lesson plans have been monitored throughout the year and higher order questions are listed.	6/1/2015 monthly
G2.B3.S2.MA1	Teachers will submit progress monitoring data in reading, math, science, and writing.	Mayo, Elena	8/18/2014	Data has been submitted.	6/4/2015 weekly
G2.B3.S2.MA1	Principal and CRT/Principal Intern will review lesson plans, conduct classroom walkthroughs and observations.	Kuhn, III, James	8/18/2014	Lesson plans reviewed, walkthroughs and observations completed and documented in ACIIS.	6/4/2015 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. The percent of students making learning gains will increase.

G1.B1 Students lack prerequisite skills needed for mastery of grade-level content.

G1.B1.S1 Students are pulled for additional interventions.

PD Opportunity 1

Students receive interventions during the school day or during extended day interventions. Teachers are trained and students are pulled from non-core academic times (e.g. Resource, Homeroom PE) or after school.

Facilitator

School and district staff

Participants

Intervention Teachers, faculty

Schedule

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

PD Opportunity 2

Teachers receive training in intervention programs being used at the school.

Facilitator

School or district staff

Participants

Teachers

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

G1.B4 Parent Involvement

G1.B4.S1 Monthly parent meetings focused on curriculum, ways to help children at home, and gathering input for development of school plans.

PD Opportunity 1

Monthly parent meetings focused on curriculum, ways to help children at home, and gathering input for development of school plans.

Facilitator

Diane Melnick, Mary McGlone

Participants

Parents and students.

Schedule

Monthly, from 8/18/2014 to 6/4/2015

G2. The percent of students scoring at or above proficiency will increase.

G2.B3 The difference in complexity between questions being asked in curriculum and the new state standards.

G2.B3.S1 Unpack language arts and math standards.

PD Opportunity 1

Faculty training on the unpacking standards.

Facilitator

CRT

Participants

Faculty

Schedule

On 10/1/2014

PD Opportunity 2

Faculty training on FSA and Test Item Specifications

Facilitator

Principal, CRT

Participants

Faculty

Schedule

On 11/5/2014

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: The percent of students making learning gains will increase.	23,303
Goal 2: The percent of students scoring at or above proficiency will increase.	1,888
Grand Total	25,191

Goal 1: The percent of students making learning gains will increase.

Description	Source	Total
B1.S1.A2	Title I Part A	15,191
B1.S1.A3	Title I Part A	1,000
B4.S1.A1	Title I Part A	7,112
Total Goal 1		23,303

Goal 2: The percent of students scoring at or above proficiency will increase.

Description	Source	Total
B3.S1.A2	Title I Part A	1,888
Total Goal 2		1,888