

# Riversink Elementary School



2014-15 School Improvement Plan

## Riversink Elementary School

530 LONNIE RAKER LN, Crawfordville, FL 32327

[www.wakullaschooldistrict.org/res](http://www.wakullaschooldistrict.org/res)

### School Demographics

<b>School Type</b>	<b>Title I</b>	<b>Free/Reduced Price Lunch</b>
Elementary	Yes	51%

<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>Minority</b>
No	No	15%

### School Grades History

<b>Year</b>	<b>2013-14</b>	<b>2012-13</b>	<b>2011-12</b>	<b>2010-11</b>
<b>Grade</b>	A	A	A	B

### School Board Approval

This plan was approved by the Wakulla County School Board on 10/20/2014.

### SIP Authority and Template

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

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

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

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	1	<a href="#">Melissa Ramsey</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

The mission of Riversink Elementary School is to facilitate the development of all students to their fullest potential by providing research-based instructional strategies and promoting the love of learning and community pride in a safe, positive environment.

##### **Provide the school's vision statement**

Every student will reach his or her highest potential in our positive learning environment provided by highly qualified professionals; every child, every chance, every day.

#### School Environment

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

The school offers many opportunities for parents and teachers to build relationships. Because of our small community, transition from one school to another is personal with direct contact from sending schools to receiving schools. Teachers become aware of cultural differences and are sensitive to this before they even meet the students. Through Title I parent nights, parents are invited to participate in activities along with their students. Teachers also keep communication open with parents through weekly written notes and regularly scheduled conferences. Parents are also encouraged to further build relationships by volunteering at the school and during field trips.

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

Students, teachers, and staff all participate in the school-wide Positive Behavior Support (PBS) program in which respectful behavior is defined, modeled, practiced and reinforced throughout the school day including before and after school.

##### **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**

All school personnel participate in the the school-wide PBS program with three clear expectations. Students are taught the expectations and are reinforced for engaging in positive behavior. The PBS Handbook includes protocols for disciplinary incidents, as well as outlines expectations and behavior lesson plan examples for school personnel.

##### **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**

The guidance counselor provides character training for all students throughout the school year. She is also available for small group and individual counseling as needed. In addition, counselors from FSU and state appointed counselors may meet with students on campus.

#### 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**

All teachers are required to attend "Data Day Training" the first quarter of the school year in which watch lists are created by teams of teachers and administrators based on review of data. Students displaying the following early warning indicators are placed on watch lists and may be referred to the school's MTSS:

- Attendance below 90%
- Failure in English Language Arts or Mathematics
- Level 1 score on statewide standardized assessments in English Language Arts or Mathematics
- 1 or more behavioral referrals resulting in suspension

**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	14	8	9	15	8	4	58
One or more suspensions	0	1	0	0	1	2	4
Course failure in ELA or Math	0	2	3	7	4	6	22
Level 1 on statewide assessment	0	0	1	7	3	5	16

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

Indicator	Grade Level				Total
	2	3	4	5	
Students exhibiting two or more indicators	1	7	3	5	16

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

Grade Level Teams meet to discuss interventions and review progress monitoring data. If students are not responding to differentiated instruction provided through small group instruction within the classroom, they are referred to the school's MTSS. Tier 2 interventions for ELA include PALS, REWARDS, and FCRR interventions. The Tier 3 intervention is FastForward computer instruction. Tier 2 interventions for Mathematics include Mobymax and IXL. Tier 2 and Tier 3 behavior interventions are from the Automatic RtI Behavior Intervention Program.

**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/190361>.

**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 school has an active PTO that works toward securing resources from parents, local community members, businesses and business organizations to support the school and student achievement. The Project Learning Tree committee invites local experts to the school to present during PLT week yearly. The school also partners with local agencies for mutual support including the Wakulla County Senior Citizens, the Wakulla Community Center, and the Wakulla County Sheriff's Department.

**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
High, Jackie	Principal
Tillman, Susan	Assistant Principal
Young, Melinda	Assistant Principal

**Duties**

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

- Melinda Young and Vicki Tillman, Administrator-sets and presides over meetings.
- Bonny Salib, Guidance Counselor, will take the place of Melinda Young / Vicki Tillman if needed
- Amy Seidler, Reading Coach, brings progress monitoring data, resource for strategies/interventions
- Mary Fort, Staffing Specialist, assures that district policies and procedures are being followed properly leading up to eligibility and services
- FSU Psychology Intern, responsible for evaluations and reporting the findings of the evaluation
- Gina Mitchell, Recorder/Secretary, manages data/ paperwork
- Marc Richter, Speech/Language Pathologist, will create IEP for students qualifying for speech/ language services
- Karrie Musgrove, ESE Teacher, will create IEP for students qualifying for services other than speech /language

**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**

To request an IST meeting, teachers must sign up with Secretary who informs the teacher of what data and paperwork are needed at the meetings. Administrator will be responsible for setting up meeting. The team will problem-solve, collaborate, share effective instructional strategies, evaluate implementation and make decisions. The Assistant Principal or Principal will conduct classroom observations unless otherwise specified by the IST. The IST will make the determination to convene the CST and move to referral. Paraprofessionals will cover classrooms while teachers attend meetings.

Title 1, Part A: Title 1 funds provide for supplemental materials, equipment, smaller teacher pupil ratio, staff development, remediation and parent involvement activities.

Title 1, Part C-Migrant: PAEC coordinates services for migrant students. Currently we do not have any migrant students.

Title 1, Part D: The district does not receive Title 1 Part D funds.

Title II: Part A funds are used to fund an elementary Reading/Intervention Coach, and professional development for teachers from all schools based on needs determined by analyzing assessment data. Title II, Part A funds provide staff development addressing incorporating technology into instruction.

Title III: The district does not receive Title III funds. However, services for English Language Learners are provided by the district student services department.

Title X- Homeless: The District Student Services Department will assist in providing resources (clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers from a free and appropriate education.

Supplemental Academic Instruction: After school remediation: Free after school tutoring in reading and math for 3rd, 4th and 5th grade students scoring Level 2 and below.

Violence Prevention Programs: Schools offer violence prevention programs and anti-drug programs which are supported by the community and Sheriff's Department through SAVE/ Guidance Curriculum/ Character Education, School-wide PBS programs.

Nutrition Programs: Wellness Program which includes goals for nutrition, physical activities, health and safety, and family and community involvement goals.

Head Start: Head Start students participate in Pre-K transition visits. Transition meetings are held between pre-school and elementary teachers to discuss incoming Head Start kindergarten students.

Adult Education: N/A

Career and Technical Education: N/A

Job Training: N/A

Other: N/A

### School Advisory Council (SAC)

#### Membership

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

Name	Stakeholder Group
Vicky Anderson	Business/Community
Karrie Musgrove	Teacher
Melinda Young	Principal
Toyia Herring	Parent
Belinda Heys	Parent
Traci Bourgeois	Parent
Susan Tillman	Principal

#### Duties

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

*Evaluation of last year's school improvement plan*

The SAC team meets at least 4 times per year to discuss the progress on the SIP. The chairperson shares reports on evaluations of Title 1 Parent Nights, Progress Monitoring Data and how it compares to SIP goals, and finally spring assessment data, including subgroup AMOs and how they compare to SIP goals.

*Development of this school improvement plan*

SAC Members will review trend data, climate surveys and SAC surveys. Members will hear concerns of teachers and parents in reference to the School Improvement Plan and the Parental Involvement Plan. SAC Members will also vote on amending the SIP or the PIP for the following year as well as vote to approve these documents and their changes annually. Additionally, the members will vote on the use of Title 1 and SI funds.

*Preparation of the school's annual budget and plan*

The SAC committee votes to approve Title 1 budget items and School Improvement budget items.

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

Saved for future technology needs.

**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
High, Jackie	Principal
Young, Melinda	Assistant Principal
Tillman, Susan	Assistant Principal

**Duties**

**Describe how the LLT promotes literacy within the school**

The major initiative of the LLT this year will be to discover and train teacher teams to use best practices for implementing Florida Standards. Teams have been sent for professional development for the Daily 5 strategies of teaching reading. In addition, reading across the curriculum is planned and implemented at each grade level. The LLT also provides training in implementing high yield math routines involving language skills and writing in math. Writing is promoted across the curriculum in response to reading.

**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**

Teams of teachers across grade levels attend professional development activities and return to share within their grade teams. Teachers also participate in the practice of Lesson Studies. In addition, many teachers volunteer their time in the summer to contribute to district-wide long term lesson planning that is then shared within the school.

Positive working relationships are also promoted through social and community service activities.

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

1. Riversink Elementary participates with Flagler, FAMU and FSU Colleges to provide experiences for interns in order to build a pool of highly qualified faculty members
2. Teacher Mentoring; Assistant Principal
3. Needs-based inservices and trainings; Principal

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

Riversink Elementary School's teacher mentoring program pairs new teachers with veteran teachers within grade-level or area of need. Planned activities include meetings and observations to familiarize new teachers with policies, procedures and best practices.

## 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***

Teachers at Riversink Elementary use district approved materials to deliver instruction that are aligned to Florida's standards. RES participated in district professional development activities focusing on using methods and routines to best deliver the instruction.

Grade level teams develop long-range plans to ensure that all standards are taught. Additionally, vertical teams meet in order to become familiar with standards required above and below their grade level so that our students are prepared to meet the requirements of the next level in core instructional areas.

#### 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***

All teachers attend "Data Day Training" in the first quarter. Each teacher looks at the data trends of the past year in order to provide diverse instruction in identified areas of need. Teachers create watch lists in order to identify students exhibiting early warning indicators. These students are referred to RtI team for more frequent progress monitoring and to determine if the intervention strategies are effective.

Students identified as advanced learners are either served in classrooms with a teacher certified to teach gifted students or teachers share strategies across grade level to help these advanced level students attain their goals. Newspaper club and Odyssey of the Mind are offered after school for enrichment.

All teachers collect and review progress monitoring data from the district progress monitoring tool, Discovery Education, 4 times per year. Additionally, students in 3rd through 5th grade are assessed with WriteScore 3 times per year.

Grade level teams share data and strategies, as well as vertical teams across the grade levels.

**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:** 2,880

Remediation for grade 3,4 and 5 in reading, writing and math. Students are selected by their teacher based on data collected in data book.

**Strategy Rationale**

Some students need extended school day for remediation.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

High, Jackie, jackie.high@wcsb.us

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

DEA, WriteScore, STAR Reading and STAR Math assessments are reviewed along with FCAT reports.

**Strategy:** Extended School Day

**Minutes added to school year:**

Professional Development Targeting Special Needs Students and Florida Standards

**Strategy Rationale**

Teachers learn and share best practices during Professional Development and Teacher Collaboration

**Strategy Purpose(s)**

- Teacher collaboration, planning and professional development

**Person(s) responsible for monitoring implementation of the strategy**

High, Jackie, jackie.high@wcsb.us

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

Review of follow-up activities through PAEC

**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***

Administrators will meet annually with teachers at the pre-school to discuss upcoming kindergartners, and pre-school students visit the school. Upon entering kindergarten, students are screened using FLKRS during the first 30 days. In addition, the school provides four Title 1 Parent nights that include transitioning from grade to grade. In the final months of school, transitioning fifth graders are taken to visit and preview the middle school they will attend. Opportunities open to middle school students are presented to help them with the transition.

**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***

NA

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

NA

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

NA

***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***

NA

## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** Students with disabilities will increase fluency in math skills while also gaining a deeper understanding of mathematical operations, building on existing skills through the use of supplemental computer assisted learning.
- G2.** Students with disabilities will increase skills in phonics, vocabulary, and comprehension resulting in a higher percentage of SWDs demonstrating an increase in LEA scores on statewide standardized tests.
- G3.** Students will gain a deeper understanding of problem solving mathematical operations through numerous learning opportunities including multiple- algorithms, learning facts to fluency, and using language and writing to communicate their understanding.
- G4.** Students will use writing to respond to reading and math across the content areas resulting in an increase in Math and ELA scores.
- G5.** Students will make connections to science, technology and math in real world situations and in various STEM related activities.
- G6.** With explicit instruction in planning, writing, editing, revision and publication, students will write effective narrative and expository essays.

## 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.** Students with disabilities will increase fluency in math skills while also gaining a deeper understanding of mathematical operations, building on existing skills through the use of supplemental computer assisted learning. 1a

G041714

**Targets Supported** 1b

Indicator	Annual Target
AMO Math - SWD	75.0
FSA - Mathematics - Proficiency Rate	75.0

**Resources Available to Support the Goal** 2

- Computer based learning
- ESE Resource Teacher
- ESE Paraprofessional
- High yield mathematics routines used to increase number sense on multiple levels.

**Targeted Barriers to Achieving the Goal** 3

- Sheduling
- Some students are more than 1 year below grade level
- Lack of technology

**Plan to Monitor Progress Toward G1.** 8

Discovery Education Assessment data, Statewide Assessment Data

**Person Responsible**

Jackie High

**Schedule**

Quarterly, from 9/8/2014 to 9/7/2015

**Evidence of Completion**

Discovery Education Assessment Reports, Statewide Assessment Reports

**G2.** Students with disabilities will increase skills in phonics, vocabulary, and comprehension resulting in a higher percentage of SWDs demonstrating an increase in LEA scores on statewide standardized tests. **1a**

G041713

**Targets Supported** **1b**

Indicator	Annual Target
AMO Reading - SWD	79.0
FSA - English Language Arts - Proficiency Rate	79.0

**Resources Available to Support the Goal** **2**

- ESE Resource Teacher
- Computer Assisted Instruction
- Small group instruction with ESE teacher
- Small group instruction with ESE paraprofessional

**Targeted Barriers to Achieving the Goal** **3**

- Scheduling conflicts

**Plan to Monitor Progress Toward G2.** **8**

Discovery Education Assessment Data

**Person Responsible**

Jackie High

**Schedule**

Semiannually, from 9/15/2014 to 5/15/2015

**Evidence of Completion**

Discovery Education Assessment reports

**G3.** Students will gain a deeper understanding of problem solving mathematical operations through numerous learning opportunities including multiple- algorithms, learning facts to fluency, and using language and writing to communicate their understanding. 1a

G041649

**Targets Supported** 1b

Indicator	Annual Target
AMO Math - All Students	79.0
FSA - Mathematics - Proficiency Rate	79.0

**Resources Available to Support the Goal** 2

- GoMath textbooks with technology features and manipulatives
- Computer Based Learning Program
- MobyMax Computer Based Learning Program
- Professional Development for implementing Common Core Standards and Best Practices
- Math Journals

**Targeted Barriers to Achieving the Goal** 3

- Students may be able to get a correct answer, but may not be able to understand why it is the correct answer.
- Students may need practice outside of class to reinforce skills learned and to challenge them on their skill level.

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

Share Best Practices

**Person Responsible**

Jackie High

**Schedule**

On 6/30/2015

**Evidence of Completion**

Reflected in lesson plans

**G4.** Students will use writing to respond to reading and math across the content areas resulting in an increase in Math and ELA scores. 1a

G041650

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	85.0
FSA - English Language Arts - Proficiency Rate	85.0

**Resources Available to Support the Goal** 2

- LEA Lesson Plans provided by the district for 3rd, 4th and 5th grade
- Anchor texts from Harcourt's Journey Series including the basal text, trade books and a variety of nonfiction books
- WriteScore computer based progress monitoring for writing in response to reading
- Math Journals used to explain mathematical problem solving procedures
- Science Journals
- Professional Development on Florida Standard implementation and best practices
- After school remediation

**Targeted Barriers to Achieving the Goal** 3

- Some students have not successfully responded to writing prompts across the content areas.
- Some students are struggling with spelling and conventions of writing and work is slow and tedious.

**Plan to Monitor Progress Toward G4.** 8

Review of student performance data

**Person Responsible**

Jackie High

**Schedule**

On 5/15/2015

**Evidence of Completion**

Adjustment of goals

**G5.** Students will make connections to science, technology and math in real world situations and in various STEM related activities. 1a

G041651

**Targets Supported** 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	74.0

**Resources Available to Support the Goal** 2

- National Geographic Science Texts with electronic components
- Various presenters including local experts and scientists during PLT Week
- Science Lab Classroom
- Hands-on manipulatives, models, visuals and diagrams
- Odyssey of the Mind Competitions

**Targeted Barriers to Achieving the Goal** 3

- Students may lack hands-on experiences in science concepts.
- Students may lack science background knowledge as it pertains to the world around them.

**Plan to Monitor Progress Toward G5.** 8

Review student assessment data

**Person Responsible**

Jackie High

**Schedule**

On 9/8/2015

**Evidence of Completion**

Adjustment to long range plans

**G6.** With explicit instruction in planning, writing, editing, revision and publication, students will write effective narrative and expository essays. 1a

G041652

**Targets Supported** 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	74.0

**Resources Available to Support the Goal** 2

- WriteScore Assessment for 3rd through 5th grade
- Writing Portfolios
- Six Traits Professional Development
- District provided consultant

**Targeted Barriers to Achieving the Goal** 3

- Students may not be able to plan, organize, edit and revise their writing effectively.

**Plan to Monitor Progress Toward G6.** 8

Review of statewide assessment data

**Person Responsible**

Jackie High

**Schedule**

On 9/8/2015

**Evidence of Completion**

Revision of goals, long-term plans

## 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.** Students with disabilities will increase fluency in math skills while also gaining a deeper understanding of mathematical operations, building on existing skills through the use of supplemental computer assisted learning. **1**

 G041714

**G1.B1** Sheduling **2**

 B101348

**G1.B1.S1** Students with disabilities will use computer based learning to increase their math skills. **4**

 S112534

#### Strategy Rationale

Computer based learning will allow for flexible scheduling.

#### Action Step 1 **5**

Students with disabilities will use computer based learning to increase flexibility in scheduling.

#### Person Responsible

Jackie High

#### Schedule

Weekly, from 9/15/2014 to 5/15/2015

#### Evidence of Completion

Scheduling will show increased time for remediation of students with disabilities.

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

Documentation in lesson plans and computer program reports will show increase in remediation

**Person Responsible**

Jackie High

**Schedule**

Quarterly, from 9/10/2014 to 5/15/2015

***Evidence of Completion***

Lesson plans and computer program reports

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

Review the number of students with disabilities receiving remediation in math

**Person Responsible**

Jackie High

**Schedule**

On 5/15/2015

***Evidence of Completion***

Lesson plans and computer based reports



**G1.B2** Some students are more than 1 year below grade level **2**

 B101349

**G1.B2.S1** Students will use the IXL computer assisted learning program set on the developmental level established by the initial assessment. **4**

 S117799

**Strategy Rationale**

Students with disabilities will build on existing knowledge to develop a deeper understanding of mathematical concepts.

**Action Step 1** **5**

Students with disabilities will use the IXL computer assisted learning program to build on existing knowledge of mathematical concepts.

**Person Responsible**

Jackie High

**Schedule**

Weekly, from 9/15/2014 to 6/12/2015

**Evidence of Completion**

IXL reports, Statewide assessment data

**Plan to Monitor Fidelity of Implementation of G1.B2.S1** **6**

Observations through classroom walk-throughs

**Person Responsible**

Jackie High

**Schedule**

Semiannually, from 10/6/2014 to 10/6/2014

**Evidence of Completion**

Walk-through evaluation notes.

**Plan to Monitor Effectiveness of Implementation of G1.B2.S1** 7

Review of statewide assessment data

**Person Responsible**

Jackie High


**Schedule**

On 8/10/2015


**Evidence of Completion**

Statewide assessment reports

**G1.B5** Lack of technology 2

 B108746

**G1.B5.S1** Allocate funding, including SAC, Title 1 and PTO money toward technology. 4

 S120205

**Strategy Rationale**

Students with disabilities respond positively to computer based instruction.

**Action Step 1** 5

Title 1, SIP, PTO money will be allocated for technology.

**Person Responsible**

Jackie High

**Schedule**

Annually, from 9/15/2014 to 6/12/2015

**Evidence of Completion**

Budget reports of money spent on technology

**Plan to Monitor Fidelity of Implementation of G1.B5.S1** 6

Review of budget reports.

**Person Responsible**

Jackie High

**Schedule**

Annually, from 9/15/2014 to 5/15/2015

***Evidence of Completion***

Budget reports and inventories of technology.

**Plan to Monitor Effectiveness of Implementation of G1.B5.S1** 7

Progress monitoring reports for students with disabilities using computer assisted learning.

**Person Responsible**

Jackie High

**Schedule**

Quarterly, from 9/10/2014 to 5/15/2015

***Evidence of Completion***

Progress monitoring reports.

**G2.** Students with disabilities will increase skills in phonics, vocabulary, and comprehension resulting in a higher percentage of SWDs demonstrating an increase in LEA scores on statewide standardized tests. 1

G041713

**G2.B1** Scheduling conflicts 2

B101344

**G2.B1.S1** Students with disabilities will access computer assisted instructional program for intensive instruction in the ESE Resource Room which will be available throughout the day. 4

S112528

### Strategy Rationale

General Education teachers are not all on the same schedule and flexible scheduling is required for these students with disabilities to gain access to additional intensive instruction in reading.

### Action Step 1 5

Students with learning disabilities needing additional intensive instruction in reading will use the ESE Resource room to access computer assisted learning.

#### Person Responsible

Jackie High

#### Schedule

Daily, from 9/8/2014 to 5/15/2015

#### Evidence of Completion

Computer assisted learning student reports

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

Observation through classroom walk-throughs

#### Person Responsible

Jackie High

#### Schedule

Semiannually, from 9/8/2014 to 5/15/2015

#### Evidence of Completion

Calendar

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

Review of statewide testing data

**Person Responsible**

Jackie High

**Schedule**

On 9/8/2015


**Evidence of Completion**

Statewide assessment reports

**G3.** Students will gain a deeper understanding of problem solving mathematical operations through numerous learning opportunities including multiple- algorithms, learning facts to fluency, and using language and writing to communicate their understanding. 1

 G041649

**G3.B1** Students may be able to get a correct answer, but may not be able to understand why it is the correct answer. 2

 B101097

**G3.B1.S1** Students will use verbal and written communication to think about and explain mathematical problem solving. 4

 S112318

**Strategy Rationale**

Students need to be able to effectively communicate mathematical concepts and how they are used in problem solving, becoming more proficient in their quantitative reasoning.

**Action Step 1 5**

Teachers will give students multiple opportunities to talk and write to explain problem solving strategies they use

**Person Responsible**

Jackie High

**Schedule**

Weekly, from 9/15/2014 to 5/15/2015

**Evidence of Completion**

Math Journals

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

Lesson plans

**Person Responsible**

Jackie High

**Schedule**

Annually, from 10/1/2014 to 5/15/2015

***Evidence of Completion***

Math lesson plans will reflect strategy

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

Review of statewide assessment data

**Person Responsible**

Jackie High

**Schedule**

On 9/8/2015

***Evidence of Completion***

Statewide assessment reports

**G3.B1.S2** Students will use manipulatives and communication skills to model and explain mathematical problem solving. 4

 S112319

### Strategy Rationale

Students need to be able to choose and use mathematical tools to present viable mathematical arguments and communicate these effectively.

### Action Step 1 5

Teachers will give students opportunities to use manipulative and cooperative groups to model and explain problem solving

#### Person Responsible

Jackie High

#### Schedule

Quarterly, from 9/15/2014 to 5/15/2015

#### Evidence of Completion

Student products/ demonstrations

### Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Walk-through observations and lesson plans

#### Person Responsible

Jackie High

#### Schedule

Annually, from 9/15/2014 to 5/15/2015

#### Evidence of Completion

Reflected in lesson plans

**Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7**

Shared Best Practices

**Person Responsible**

Jackie High


**Schedule**

Annually, from 9/15/2014 to 5/15/2015

**Evidence of Completion**

Lesson Plans

**G3.B3** Students may need practice outside of class to reinforce skills learned and to challenge them on their skill level. 2

 B101099

**G3.B3.S1** Students will use computer-based instruction program to reinforce skills and challenge them on their skill levels outside of class. 4

 S112320

**Strategy Rationale**

Students working on computer-based instruction programs can be focused on concentrated areas of need.

**Action Step 1 5**

Will provide students with opportunity to use computer-based instructional programs

**Person Responsible**

Jackie High

**Schedule**

On 5/15/2015

**Evidence of Completion**

Computer Student Reports, Lesson Plans



**Plan to Monitor Fidelity of Implementation of G3.B3.S1** 6

Will review computer reports, lesson plans

**Person Responsible**

Jackie High

**Schedule**

On 5/15/2015

***Evidence of Completion***

Computer reports, lesson plans

**Plan to Monitor Effectiveness of Implementation of G3.B3.S1** 7

Review student data

**Person Responsible**

Jackie High

**Schedule**

On 5/15/2015

***Evidence of Completion***

Interventions for students on watch lists adjusted

**G4.** Students will use writing to respond to reading and math across the content areas resulting in an increase in Math and ELA scores. 1

G041650

**G4.B1** Some students have not successfully responded to writing prompts across the content areas. 2

B101100

**G4.B1.S3** All classroom teachers will participate in professional development for implementing Florida Standards and best practices. 4

S112323

### Strategy Rationale

Teachers need to fully understand the standards to be effective

### Action Step 1 5

All teachers will participate in professional development for implementing Florida standards and best practices

#### Person Responsible

Jackie High

#### Schedule

Annually, from 9/15/2014 to 5/15/2015

#### Evidence of Completion

Professional Development Records

### Plan to Monitor Fidelity of Implementation of G4.B1.S3 6

Lesson plans reflecting strategies

#### Person Responsible

Jackie High

#### Schedule

Annually, from 9/15/2014 to 5/15/2015

#### Evidence of Completion

Lesson plans

**Plan to Monitor Effectiveness of Implementation of G4.B1.S3** 7

Review of statewide assessment data

**Person Responsible**

Jackie High


**Schedule**

On 9/8/2015

**Evidence of Completion**

Statewide assessment reports

**G4.B1.S4** Students targeted for remediation in math, writing or reading will be offered after-school remediation. 4

 S120404

**Strategy Rationale**

Student will have small group targeted instruction.

**Action Step 1** 5

Targeted students will have access to after-school remediation.

**Person Responsible**

Jackie High

**Schedule**

Weekly, from 9/15/2014 to 5/15/2015

**Evidence of Completion**

Operation Brain Power Student Roster and Attendance

**G4.B2** Some students are struggling with spelling and conventions of writing and work is slow and tedious.

2

 B101101

**G4.B2.S1** Teachers will provide instruction and practice in spelling and writing conventions in literacy centers. 4

 S112324

### Strategy Rationale

Specific instruction in spelling and writing conventions in small group settings will increase student performance on writing tasks.

### Action Step 1 5

Instruct and provide practice in literacy centers

#### Person Responsible

Jackie High

#### Schedule

Semiannually, from 9/15/2014 to 5/15/2015

#### Evidence of Completion

Student scores on weekly spelling and dictation assessments

### Plan to Monitor Fidelity of Implementation of G4.B2.S1 6

Share lesson plans

#### Person Responsible

Jackie High

#### Schedule

On 5/15/2015

#### Evidence of Completion

Spelling and grammar included in long-range plans

**Plan to Monitor Effectiveness of Implementation of G4.B2.S1 7**

Review spelling and writing scores

**Person Responsible**

Jackie High

**Schedule**

Semiannually, from 9/15/2014 to 5/15/2015


**Evidence of Completion**

Progress reports and report cards

**G5.** Students will make connections to science, technology and math in real world situations and in various STEM related activities. 1

 G041651

**G5.B1** Students may lack hands-on experiences in science concepts. 2

 B101102

**G5.B1.S1** Students will participate in various STEM related activities within the classroom and outside of the classroom. 4

 S112326

**Strategy Rationale**

Student interest and enthusiasm of STEM related activities will increase with these experiences, enabling them to make connections to their own lives and increase their knowledge of STEM related concepts.

**Action Step 1 5**

Students will participate in various STEM related activities

**Person Responsible**

Jackie High

**Schedule**

Annually, from 9/15/2014 to 5/15/2015

**Evidence of Completion**

Student products and presentations, Teacher products and presentation

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

Classroom walk-through observations, Science Night walk-through observations

**Person Responsible**

Jackie High

**Schedule**

Annually, from 9/15/2014 to 5/15/2015

***Evidence of Completion***

Reflections on activities observed, Exit Survey Reports

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

Will review statewide assessment scores

**Person Responsible**

Jackie High

**Schedule**

On 9/8/2015


***Evidence of Completion***

New goals established upon reflections

**G5.B2** Students may lack science background knowledge as it pertains to the world around them. 2

 B101103

**G5.B2.S1** Students will access websites through technology to make connections between science and math in the classroom and how it applies to real-world experiences. 4

 S112327

### Strategy Rationale

Using technology allows for simulated experiences in science

### Action Step 1 5

Will make websites accessible through technology for research and instruction

#### Person Responsible

Jackie High

#### Schedule

Annually, from 9/15/2014 to 5/15/2015

#### Evidence of Completion

Student product and presentations reflected in lesson plans

### Plan to Monitor Fidelity of Implementation of G5.B2.S1 6

Classroom walk-through and lesson plans

#### Person Responsible

Jackie High

#### Schedule

Semiannually, from 9/10/2014 to 5/15/2015

#### Evidence of Completion

Lesson plans

**Plan to Monitor Effectiveness of Implementation of G5.B2.S1** 7

Review of assessment data

**Person Responsible**

Jackie High

**Schedule**

On 5/15/2015

***Evidence of Completion***

Adjustment to goals and long-term plans

**G5.B2.S2** Teachers will integrate various science texts in reading instruction. 4

 S112328

**Strategy Rationale**

Increase in student understanding of informational texts

**Action Step 1** 5

Use various science texts for close and careful reading strategies

**Person Responsible**

Jackie High

**Schedule**

On 5/15/2015

***Evidence of Completion***

Student assessments

**Plan to Monitor Fidelity of Implementation of G5.B2.S2** 6

Walk-through observations, review of lesson plans

**Person Responsible**

Jackie High

**Schedule**

On 5/15/2015

***Evidence of Completion***

Evidenced in lesson plans



**Plan to Monitor Effectiveness of Implementation of G5.B2.S2 7**

Reading and science assessment data review

**Person Responsible**

Jackie High

**Schedule**

On 5/15/2015


**Evidence of Completion**

Adjustments to watch lists and goals


**G6.** With explicit instruction in planning, writing, editing, revision and publication, students will write effective narrative and expository essays. 1

 G041652

**G6.B1** Students may not be able to plan, organize, edit and revise their writing effectively. 2

 B101105

**G6.B1.S1** Teachers will explicitly teach planning, organizing, editing and revision of expository and narrative writing with the goal of publication. 4

 S112329

**Strategy Rationale**

Students will need these tools to get started and then complete an effective essay.

**Action Step 1 5**

Teachers will provide various planning and organization strategies, instruction in editing and revision and opportunities for publication of student writing

**Person Responsible**

Jackie High

**Schedule**

Weekly, from 9/15/2014 to 5/15/2015

**Evidence of Completion**

Writing portfolios, WriteScore Assessment Data

**Plan to Monitor Fidelity of Implementation of G6.B1.S1 6**

Classroom walk-through observations

**Person Responsible**

Jackie High

**Schedule**

Annually, from 9/15/2014 to 5/15/2015

**Evidence of Completion**

Administrator notes

**Plan to Monitor Effectiveness of Implementation of G6.B1.S1 7**

Review student writing assessment data

**Person Responsible**

Jackie High

**Schedule**

On 9/8/2015

**Evidence of Completion**

Revision of goals and watch lists

**Appendix 1: Implementation Timeline**

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S1.A1	Teachers will give students multiple opportunities to talk and write to explain problem solving strategies they use	High, Jackie	9/15/2014	Math Journals	5/15/2015 weekly
G3.B1.S2.A1	Teachers will give students opportunities to use manipulative and cooperative groups to model and explain problem solving	High, Jackie	9/15/2014	Student products/ demonstrations	5/15/2015 quarterly
G3.B3.S1.A1	Will provide students with opportunity to use computer-based instructional programs	High, Jackie	9/15/2014	Computer Student Reports, Lesson Plans	5/15/2015 one-time
G4.B1.S3.A1	All teachers will participate in professional development for implementing Florida standards and best practices	High, Jackie	9/15/2014	Professional Development Records	5/15/2015 annually
G4.B2.S1.A1	Instruct and provide practice in literacy centers	High, Jackie	9/15/2014	Student scores on weekly spelling and dictation assessments	5/15/2015 semiannually

**Wakulla - 0015 - Riversink Elementary School - 2014-15 SIP**  
*Riversink Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G5.B1.S1.A1	Students will participate in various STEM related activities	High, Jackie	9/15/2014	Student products and presentations, Teacher products and presentation	5/15/2015 annually
G5.B2.S1.A1	Will make websites accessible through technology for research and instruction	High, Jackie	9/15/2014	Student product and presentations reflected in lesson plans	5/15/2015 annually
G5.B2.S2.A1	Use various science texts for close and careful reading strategies	High, Jackie	9/15/2014	Student assessments	5/15/2015 one-time
G6.B1.S1.A1	Teachers will provide various planning and organization strategies, instruction in editing and revision and opportunities for publication of student writing	High, Jackie	9/15/2014	Writing portfolios, WriteScore Assessment Data	5/15/2015 weekly
G2.B1.S1.A1	Students with learning disabilities needing additional intensive instruction in reading will use the ESE Resource room to access computer assisted learning.	High, Jackie	9/8/2014	Computer assisted learning student reports	5/15/2015 daily
G1.B2.S1.A1	Students with disabilities will use the IXL computer assisted learning program to build on existing knowledge of mathematical concepts.	High, Jackie	9/15/2014	IXL reports, Statewide assessment data	6/12/2015 weekly
G1.B5.S1.A1	Title 1, SIP, PTO money will be allocated for technology.	High, Jackie	9/15/2014	Budget reports of money spent on technology	6/12/2015 annually
G1.B1.S1.A1	Students with disabilities will use computer based learning to increase flexibility in scheduling.	High, Jackie	9/15/2014	Scheduling will show increased time for remediation of students with disabilities.	5/15/2015 weekly
G4.B1.S4.A1	Targeted students will have access to after-school remediation.	High, Jackie	9/15/2014	Operation Brain Power Student Roster and Attendance	5/15/2015 weekly
G1.MA1	Discovery Education Assessment data, Statewide Assessment Data	High, Jackie	9/8/2014	Discovery Education Assessment Reports, Statewide Assessment Reports	9/7/2015 quarterly
G1.B1.S1.MA1	Review the number of students with disabilities receiving remediation in math	High, Jackie	9/10/2014	Lesson plans and computer based reports	5/15/2015 one-time
G1.B1.S1.MA1	Documentation in lesson plans and computer program reports will show increase in remediation	High, Jackie	9/10/2014	Lesson plans and computer program reports	5/15/2015 quarterly
G1.B2.S1.MA1	Review of statewide assessment data	High, Jackie	8/8/2015	Statewide assessment reports	8/10/2015 one-time
G1.B2.S1.MA1	Observations through classroom walk-throughs	High, Jackie	10/6/2014	Walk-through evaluation notes.	10/6/2014 semiannually
G1.B5.S1.MA1	Progress monitoring reports for students with disabilities using computer assisted learning.	High, Jackie	9/10/2014	Progress monitoring reports.	5/15/2015 quarterly
G1.B5.S1.MA1	Review of budget reports.	High, Jackie	9/15/2014	Budget reports and inventories of technology.	5/15/2015 annually
G2.MA1	Discovery Education Assessment Data	High, Jackie	9/15/2014	Discovery Education Assessment reports	5/15/2015 semiannually
G2.B1.S1.MA1	Review of statewide testing data	High, Jackie	9/8/2015	Statewide assessment reports	9/8/2015 one-time
G2.B1.S1.MA1	Observation through classroom walk-throughs	High, Jackie	9/8/2014	Calendar	5/15/2015 semiannually
G3.MA1	Share Best Practices	High, Jackie	9/8/2014	Reflected in lesson plans	6/30/2015 one-time
G3.B1.S1.MA1	Review of statewide assessment data	High, Jackie	9/8/2014	Statewide assessment reports	9/8/2015 one-time
G3.B1.S1.MA1	Lesson plans	High, Jackie	10/1/2014	Math lesson plans will reflect strategy	5/15/2015 annually
G3.B3.S1.MA1	Review student data	High, Jackie	9/15/2014	Interventions for students on watch lists adjusted	5/15/2015 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B3.S1.MA1	Will review computer reports, lesson plans	High, Jackie	9/15/2014	Computer reports, lesson plans	5/15/2015 one-time
G3.B1.S2.MA1	Shared Best Practices	High, Jackie	9/15/2014	Lesson Plans	5/15/2015 annually
G3.B1.S2.MA1	Walk-through observations and lesson plans	High, Jackie	9/15/2014	Reflected in lesson plans	5/15/2015 annually
G4.MA1	Review of student performance data	High, Jackie	9/8/2014	Adjustment of goals	5/15/2015 one-time
G4.B2.S1.MA1	Review spelling and writing scores	High, Jackie	9/15/2014	Progress reports and report cards	5/15/2015 semiannually
G4.B2.S1.MA1	Share lesson plans	High, Jackie	9/15/2014	Spelling and grammar included in long-range plans	5/15/2015 one-time
G4.B1.S3.MA1	Review of statewide assessment data	High, Jackie	8/10/2015	Statewide assessment reports	9/8/2015 one-time
G4.B1.S3.MA1	Lesson plans reflecting strategies	High, Jackie	9/15/2014	Lesson plans	5/15/2015 annually
G5.MA1	Review student assessment data	High, Jackie	9/8/2014	Adjustment to long range plans	9/8/2015 one-time
G5.B1.S1.MA1	Will review statewide assessment scores	High, Jackie	9/8/2015	New goals established upon reflections	9/8/2015 one-time
G5.B1.S1.MA1	Classroom walk-through observations, Science Night walk-through observations	High, Jackie	9/15/2014	Reflections on activities observed, Exit Survey Reports	5/15/2015 annually
G5.B2.S1.MA1	Review of assessment data	High, Jackie	9/15/2014	Adjustment to goals and long-term plans	5/15/2015 one-time
G5.B2.S1.MA1	Classroom walk-through and lesson plans	High, Jackie	9/10/2014	Lesson plans	5/15/2015 semiannually
G5.B2.S2.MA1	Reading and science assessment data review	High, Jackie	9/15/2014	Adjustments to watch lists and goals	5/15/2015 one-time
G5.B2.S2.MA1	Walk-through observations, review of lesson plans	High, Jackie	9/15/2014	Evidenced in lesson plans	5/15/2015 one-time
G6.MA1	Review of statewide assessment data	High, Jackie	8/10/2015	Revision of goals, long-term plans	9/8/2015 one-time
G6.B1.S1.MA1	Review student writing assessment data	High, Jackie	9/7/2014	Revision of goals and watch lists	9/8/2015 one-time
G6.B1.S1.MA1	Classroom walk-through observations	High, Jackie	9/15/2014	Administrator notes	5/15/2015 annually

## 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.*

**G3.** Students will gain a deeper understanding of problem solving mathematical operations through numerous learning opportunities including multiple- algorithms, learning facts to fluency, and using language and writing to communicate their understanding.

**G3.B1** Students may be able to get a correct answer, but may not be able to understand why it is the correct answer.

**G3.B1.S1** Students will use verbal and written communication to think about and explain mathematical problem solving.

### PD Opportunity 1

Teachers will give students multiple opportunities to talk and write to explain problem solving strategies they use

#### Facilitator

District Consultants

#### Participants

All Teachers

#### Schedule

Weekly, from 9/15/2014 to 5/15/2015

**G4.** Students will use writing to respond to reading and math across the content areas resulting in an increase in Math and ELA scores.

**G4.B1** Some students have not successfully responded to writing prompts across the content areas.

**G4.B1.S3** All classroom teachers will participate in professional development for implementing Florida Standards and best practices.

**PD Opportunity 1**

All teachers will participate in professional development for implementing Florida standards and best practices

**Facilitator**

District consultant

**Participants**

All classroom teachers

**Schedule**

Annually, from 9/15/2014 to 5/15/2015

**G6.** With explicit instruction in planning, writing, editing, revision and publication, students will write effective narrative and expository essays.

**G6.B1** Students may not be able to plan, organize, edit and revise their writing effectively.

**G6.B1.S1** Teachers will explicitly teach planning, organizing, editing and revision of expository and narrative writing with the goal of publication.

**PD Opportunity 1**

Teachers will provide various planning and organization strategies, instruction in editing and revision and opportunities for publication of student writing

**Facilitator**

District Consultant

**Participants**

K-5 Classroom Teachers

**Schedule**

Weekly, from 9/15/2014 to 5/15/2015

## Technical Assistance Items

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

## Budget Rollup

### Summary

Description	Total
<b>Goal 1:</b> Students with disabilities will increase fluency in math skills while also gaining a deeper understanding of mathematical operations, building on existing skills through the use of supplemental computer assisted learning.	3,500
<b>Goal 3:</b> Students will gain a deeper understanding of problem solving mathematical operations through numerous learning opportunities including multiple- algorithms, learning facts to fluency, and using language and writing to communicate their understanding.	3,500
<b>Goal 4:</b> Students will use writing to respond to reading and math across the content areas resulting in an increase in Math and ELA scores.	14,420
<b>Grand Total</b>	<b>21,420</b>

**Goal 1: Students with disabilities will increase fluency in math skills while also gaining a deeper understanding of mathematical operations, building on existing skills through the use of supplemental computer assisted learning.**

Description	Source	Total
<b>B5.S1.A1</b>	Title I Part A	3,500
<b>Total Goal 1</b>		<b>3,500</b>

**Goal 3: Students will gain a deeper understanding of problem solving mathematical operations through numerous learning opportunities including multiple- algorithms, learning facts to fluency, and using language and writing to communicate their understanding.**

Description	Source	Total
<b>B1.S1.A1</b> - District Title 1	Title I Part A	3,500
<b>B1.S1.A1</b> - District Title 1	Title I Part A	0
<b>Total Goal 3</b>		<b>3,500</b>

**Goal 4: Students will use writing to respond to reading and math across the content areas resulting in an increase in Math and ELA scores.**

Description	Source	Total
<b>B1.S3.A1</b>	Title I Part A	3,500
<b>B1.S4.A1</b>	Title I Part A	10,920
<b>Total Goal 4</b>		<b>14,420</b>