Crystal Lake Elementary School

2014-15 School Improvement Plan

Crystal Lake Elementary School

2095 SW 96TH ST, Stuart, FL 34997

cle.sbmc.org

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	No	36%

Alternative/ESE Center	Charter School	Minority
No	No	23%

School Grades History

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

School Board Approval

This plan was approved by the Martin County School Board on 10/21/2014.

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.

Table of Contents

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	3	Ella Thompson
Former F		**Turnaround Status**
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

In partnership with families and the community, our mission is to equip students with the skills and knowledge necessary to become responsible citizens through comprehensive learning experiences and innovative environments that extend beyond traditional walls.

Provide the school's vision statement

Our vision is to inspire children to think critically, learn creatively, and exceed expectations of the future.

School Environment

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

Administration greets new parents throughout the summer and encourage involvement. Information is shared with teachers. Students might be placed with teachers who will match the needs and the students and promote a positive relationship to maximize learning.
Teachers implement circle time and additional opportunities for students to talk about themselves. Teachers use this information to create pairs and or small groupings during lessons. Teachers welcome students as they walk into the classroom and provide communication for parents on positive accomplishments.

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

Positive Behavior Intervention Support (PBiS) program promotes a school community with common school wide expectations. Also
Regular news videos promoting expectations as well as classroom lessons
Teachers will address behaviors individually and as a group.
Students will earn Hawk bucks to participate in monthly school events.
Students are positively greeted throughout campus by staff and offered assistance as needed. Staff provide additional support to students who are at risk through check in check out and other types of positive interaction.

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

Positive Behavior Intervention Support (PBiS) program promotes a school community with common school wide expectations. Also
Regular news videos promoting expectations as well as classroom lessons
Teachers will address behaviors individually and as a group.
Students will earn Hawk bucks to participate in monthly school events.
Cafeteria expectations will be address with weekly rewards.
4th/5th grade classes created constitutions to include behavior expectations.

Grades K-3 created classroom rules/expectations
Provide trainings and rewards for teachers/staff

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

Positive Behavior Intervention Support (PBiS) program promotes a school community with common school wide expectations. Also
Regular news videos promoting expectations as well as classroom lessons
Teachers will address behaviors individually and as a group.
Students will earn Hawk bucks to participate in monthly school events.
Cafeteria expectations will be address with weekly rewards.
4th/5th grade classes created constitutions to include behavior expectations.
Grades K-3 created classroom rules/expectations
Provide trainings and rewards for teachers/staff
Guidance Counselor will
plan lessons to address needs as per teachers.
Small group counseling sessions
Bullying Awareness.prevention
Tykes and Teens
Communicates with parents
Counsels with students
DARE Officer
Drug awareness education
Support students and staff as needed
Select Support staff/teachers
Check in check out with specific students to provide encouragement

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

ATTENDANCE:
Crystal Lake Elementary's School Based Leadership Team (SBLT) partnered with our Positive Behavior Intervention Support Team (PBIS) is focusing on improving student attendance including tardies and early sign outs as they all result in lost minutes of learning for the student. Monthly, the SBLT will view data to locate any possible trends regarding absences as well as tardies and early dismissal of students.
When absences, tardies, or early sign outs occur we will follow these steps:
1. Teachers who have a student absent, tardy, or signed out early two times will make contact with parents and document that conversation.
2. Teachers will continue to monitor those students and if there is a second time of two occurrences, they will make contact a second time with parents.
3. Students who have additional absences, tardies, or are signed out early beyond those events will be contacted by a member of the SBLT and a conference will be set with parent/guardian and a contract between the school and family will be written. This contract will be monitored by the Assistant Principal.
4. The Assistant Principal will contact the MCSD Truancy Officer assigned to CLE for additional support beyond the contract.
ACADEMICS:
Students at Crystal Lake Elementary who have obtained a Level 1 on the NGSSS Based 2014

Mathematics or Reading FCAT in grades 3 - 5 will be placed on an Academic Improvement Plan that is closely monitored by the teacher. The teacher will have support from the School Based Leadership Team as they will review the progress monitoring data with the teacher.

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	7	10	9	15	10	5	56
One or more suspensions	0	2	0	0	3	3	8
Course failure in ELA or Math	0	0	0	8	0	0	8
Level 1 on statewide assessment	0	0	0	23	14	6	43

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

Indicator	Grade Level			Total
	3	4	5	
Students exhibiting two or more indicators	12	10	4	26

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

ATTENDANCE:
Crystal Lake Elementary is focusing on attendance with an aggressive yet positive approach. We have created a system of more frequent communication between the school and family regarding concerns of lost instructional time. Additionally, as part of the Positive Behavior Intervention Support (PBIS) Team, our school is focusing on recognizing students who are maintaining acceptable attendance patterns during our monthly celebrations that are focused on our school-wide expectations.
ACADEMICS:
Students who have scored a Level 1 or a Level 2 have been placed on an Academic Improvement Plan. Utilizing specific details from their assessment report, combined with monthly progress monitoring data, those students have been provided academic learning goals to assist with providing academic growth opportunities. Teachers will support learning opportunities by strategically planning and instructing in small groups using a variety of teaching methods to assist those students with gaps of knowledge in Reading (ELA), Writing (ELA), Math, and Science.
SUSPENSIONS:
The PBIS team monitors referral data as well as minor behavior occurrences. The information collected from minor and major reporting is analyzed by location, grade level, time of day, incident, gender, broken expectation . Through analyzing, if any trend is noticeable, further discussion occurs and is centered around discovering possibly triggers as well as solutions that can be put in place to prevent future occurrences. If it is discovered that a referral (minor or major) is happening for a repeat offender; parent contact is made via phone or in person and a behavior plan is drafted and implemented. The teacher, supported by administration and the SBLT will monitor the behavior plan.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

100% of parents will participate in at least one event at Crystal Lake Elementary during the 2013-2014 school year.

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

Local businesses become business partners. They provide donations to support students and teachers. (i.e. classroom supplies, clothing, donations to encourage attendance for students and staff.)
The Education Foundation of Martin County provided opportunities for teachers to get funding for projects and classroom materials. On occasion, the foundation provides funding for professional development opportunities.

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
Watkins, Brenda	Principal
Elliott, Trisha	Assistant Principal
Vigil, Gina	Other
Zablotney, Candice	Guidance Counselor
Zehnder, Kathryn	Instructional Coach

Duties

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

The school-based leadership team (SBLT) consists of school support staff, school psychologist, program specialist, district math coordinator and 1 teacher from each grade level/department. Data and strategies are reviewed to make decisions on students and teachers needing additional support. The teacher reps are responsible for bringing data from PLC's and sharing information from SBLT meetings with their teams.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and

supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The Leadership Team will focus meetings around one question: How do we develop and maintain a problem solving system that will promote student achievement and best instructional practice? The team meets weekly to engage in the following activities: review screening data and align with instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on this information, the team will identify professional development, resources, and support to teachers to make sure individual student needs are being met. The team will also collaborate regularly,problem solve, share effective practices, evaluate implementation, and make decisions. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.
Crystal Lake Elementary School coordinates and integrates all federal, state, and local programs that impact the school:
-Implements research-based resources funded by federal and local funds.
-The Comprehensive Needs Assessment considers student academic needs as well as staff development data that addresses the priorities established for Title III, Migrant, and Title I programs. (This example is for Title I schools only)
-School Improvement Plan objectives reflect the research-based strategies with a focus on achieving state and district priorities.
-Input from the Pre-K programs is obtained by the school and district and is included in the transition plan.
-Partnerships are established.
-With coordination and scheduling of instructional programs.
-With implementation of parent information programs.
-Brochures and referrals for parent and student support from the guidance department, school nurse and other school and district personnel.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Laira Starnes	Teacher
Katie Michalowski	Teacher
Brenda Watkins	Principal
	Student

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

FCAT scores were shared with SAC members at the end of the school year. This information was used help target areas that still need improvement. School improvement teams shared activities implemented and suggestions for the next school year.

Development of this school improvement plan

The purpose of a SAC is to assist in the preparation and evaluation (developing and evaluating) of the results of the school improvement plan and to assist the principal with the annual school budget.

Preparation of the school's annual budget and plan

The school budget is determined at the district level.

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

School Improvement fund requests must all be reviewed and voted upon by SAC members.These funds may be expended only on programs or projects that are directly related to School Improvement. Such funds are recommended to benefit larger groups of students so that as many students as possible are benefiting.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
No

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
Watkins, Brenda	Principal
Elliott, Trisha	Assistant Principal
Zehnder, Kathryn	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The LLT will be focused on analyzing current student data (F & P records, assessments, iReady, and district benchmarks) to ensure instruction is aligned with highly effective instructional strategies and best practices as well as student needs. Our focus this year will continue on balanced literacy and scoring running records with fidelity and making instructional decisions based on results.

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

All teachers have a common grade level planning. They are encouraged to share ideas during staff meetings and PLC's. Their input is solicited whenever possible to give ownership. Teachers share ideas with each other and team members. They are supported when they want to visit other teachers and schools.
In addition, our school has created a partnership with another school to foster a positive working relationship with teachers and sharing ideas.

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

Administration will:
Provide new teachers to the county with a mentor.
Encourage attendance at the district's Teachers Mentoring Teachers program
Offer on-going opportunities for professional growth
Monitor certification/endorsement needs and notify teachers of opportunities to complete
Encourage veteran teachers to become model/mentor classroom teachers to offer support throughout school and district.

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

Each teacher new to the district is assigned a veteran teacher, preferably within their grade level or certification area to serve as their mentor for the year. Administration will continue to meet and provide support to new teachers in school/district policies and procedures.
Biweekly meetings/trainings called "New to the Nest" have been created to help provide support to new teachers and any teacher needing additional training on Pinnacle, Promethean Boards, Edline, instructional practice and more. New teachers are encouraged to share what additional training they need.

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 will be provided with FSA item specs. Additionally, they will take a sample FSA and share concerns and thoughts. The school district instructional coordinators have provided instructional resources on district webpages and teachers will continue to use CPalms.
Grade level PLC's will allow teachers to compare students work and teaching strategies. The School Based Leadership Team will review struggling students to diagnose core concerns or the need for intervention strategies.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Data is reviewed biweekly by teachers, coaches, and administration during PLC's. Coaches support teachers
with instructional decision-making to ensure that differentiation occurs within classrooms to meet the needs of all learners. Coaches reviewed data with teachers, collaborated to create
groups, and supported instruction for the students in and outside of the classroom. These groups were formed for reading and math.
In addition, the SBLT will review grade level data and make suggestions needed for core and interventions.

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:

Strategy Rationale

Strategy Purpose(s)
""

Person(s) responsible for monitoring implementation of the strategy

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

Student Transition and Readiness

PreK-12 Transition

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

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

Crystal Lake provides a Kindergarten tour every year for incoming Kindergarten students. This tour involves both parents and students and includes an observation of the Kindergarten classrooms. Local pre-schools are notified of the event and flyers are sent to invite parents and children of Kindergarten age
to our school.
Kindergarten teachers assist incoming students on Kindergarten readiness skills one week prior to the start of school to asset in developing heterogeneous classes and to provide teachers data to differentiate instruction for their incoming students

College and Career Readiness

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

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

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

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

School Improvement Goals

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

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

`1` = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   The percentage of students scoring at level 3 or above in Science will increase.

G2.   The number of STEM opportunities will increase across grade levels.

G3.   The number of activities for Parents to become involved at Crystal Lake will increase.

G4.   Increase number of students scoring proficiency on FSA ELA writing

G5.   Increase the percentage of students scoring at proficiency on state ELA assessment.

G6.   Increase the percentage of students scoring proficiency on FSA Math

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 percentage of students scoring at level 3 or above in Science will increase. `1a`

🔍 G042027

Targets Supported `1b`

Indicator	Annual Target
FCAT 2.0 Science Proficiency	73.0

Resources Available to Support the Goal `2`

- Increased use of Science journals in classrooms and in the lab;

- Principal, Assistant Principal, coaches and lead teachers attend professional development with Larry Chew

- Increase Project-based Learning and STEM activities for students to explore real-world problems.

Targeted Barriers to Achieving the Goal `3`

- Teachers need to be trained on how to implement a journal in Science for cross-curricular infusion.

- Teachers need to be in-serviced on Project-based Learning/STEM structure and development.

Plan to Monitor Progress Toward G1. `8`

Increase use of Science journals

Person Responsible

Trisha Elliott

Schedule

Quarterly, from 9/16/2014 to 5/29/2015

Evidence of Completion

Student Science/cross curricular journals

Plan to Monitor Progress Toward G1. `8`

Person Responsible

Schedule

Evidence of Completion

G2. The number of STEM opportunities will increase across grade levels. 1a

G042028

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	73.0

Resources Available to Support the Goal 2

- Increase students' limited access to exploration and accessing scientific experiences in the real world.

Targeted Barriers to Achieving the Goal 3

- Need for teachers to gain deeper understanding of teaching STEM with increased rigor and addressing cognitive complexity in questioning.

Plan to Monitor Progress Toward G2. 8

Student benchmark data

Person Responsible

Trisha Elliott

Schedule

Evidence of Completion

Student data on learning gains will be collected. On grade level standards that show no or low improvement will be evaluated for fidelity of implementation.

G3. The number of activities for Parents to become involved at Crystal Lake will increase. 1a

G042029

Targets Supported 1b

Indicator	Annual Target

Resources Available to Support the Goal 2

- Watch DOGS, SIP Goal, PTA, SAC

Targeted Barriers to Achieving the Goal 3

- Communication of Activities and details, provide and share information with parents on hot topics (Standards based grading, FSA, etc.)

- Parent attendance school related activities declines as the year progresses

Plan to Monitor Progress Toward G3. 8

Person Responsible

Schedule

Evidence of Completion

G4. Increase number of students scoring proficiency on FSA ELA writing 1a

G042030

Targets Supported 1b

Indicator	Annual Target
FAA Writing Proficiency	44.0

Resources Available to Support the Goal 2

- District Writers Workshop trainings

- Florida Standards test item specs and writing rubrics

Targeted Barriers to Achieving the Goal 3

- Limited instructional time.

- Professional development in writing

- Writing resources

Plan to Monitor Progress Toward G4. 8

Increase in writing scores on FSA ELA writing

Person Responsible
Brenda Watkins

Schedule
On 6/5/2015

Evidence of Completion
FSA ELA writing scores

G5. Increase the percentage of students scoring at proficiency on state ELA assessment. `1a`

🔍 G042031

Targets Supported `1b`

Indicator	Annual Target
AMO Reading - SWD	69.0
AMO Reading - ED	81.0
AMO Reading - ELL	73.0
AMO Reading - All Students	87.0
ELA/Reading Gains	87.0
AMO Reading - Hispanic	80.0
ELA/Reading Lowest 25% Gains	70.0

Resources Available to Support the Goal `2`

- Literacy Coaches are available to model lessons and provide resources for instructional staff., Literacy Coach will provide multiple training opportunities centered around guided reading, strategy lessons, word study, and small group instruction., Unwrapped ELA standards are available on the district website. Standards-based grading (SBG) and assessment guides are in place for K-2. SBG has been expanding to grades 3-5.

Targeted Barriers to Achieving the Goal `3`

- Teachers need deeper understanding and experience with the rigor of the ELA FSA

- Instructional Staff needs more support in differentiated small group reading instruction.

- Teachers need resources and training to support struggling students.

- Teachers need a better understanding about SBG and how it relates to Florida Standards

Plan to Monitor Progress Toward G5. `8`

Progressing monitoring tools

Person Responsible
Kathryn Zehnder

Schedule
Biweekly, from 9/15/2014 to 5/29/2015

Evidence of Completion
iReady, F& P records, ELA FSA results

G6. Increase the percentage of students scoring proficiency on FSA Math 1a

🔍 G042032

Targets Supported 1b

Indicator	Annual Target
AMO Math - ED	63.0
AMO Math - ELL	73.0
AMO Math - SWD	61.0
AMO Math - All Students	79.0
Math Gains	88.0
Math Lowest 25% Gains	94.0
AMO Math - Hispanic	71.0

Resources Available to Support the Goal 2

- The percentage of students scoring proficiency in math will increase

Targeted Barriers to Achieving the Goal 3

- Students' limited exposure to math in the real-world.

- Teachers need time to acquire deeper understanding of teaching Florida Standards (both content and process standards) with increased academic rigor.

- Teacher understanding of FSA and assessment specs

- Lower preforming students need more instructional time

Plan to Monitor Progress Toward G6. 8

I-Ready data

Person Responsible
Trisha Elliott

Schedule
Monthly, from 9/22/2014 to 5/29/2015

Evidence of Completion
I-Ready testing data will be used to determine progress toward target.

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 percentage of students scoring at level 3 or above in Science will increase. `1`

🔑 G042027

G1.B1 Teachers need to be trained on how to implement a journal in Science for cross-curricular infusion. `2`

🔑 B102284

G1.B1.S1 Increased use of Science journals in classrooms and in the lab; implementing FS)LAFS & MAFS) to allow for cross content area learning `4`

🔑 S113458

Strategy Rationale

Action Step 1 `5`

Professional development, and cross curricular planning of instructional staff.

Person Responsible

Trisha Elliott

Schedule

Quarterly, from 9/16/2014 to 5/29/2015

Evidence of Completion

Classroom observations; lesson plans; assessments; student journals

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

Teacher Lesson Plans

Person Responsible

Trisha Elliott

Schedule

Quarterly, from 9/16/2014 to 5/29/2015

Evidence of Completion

Teacher lesson plans will be monitored for implementation; Student Journals will be used for fidelity.

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

Science journals

Person Responsible

Trisha Elliott

Schedule

Quarterly, from 9/16/2014 to 5/22/2015

Evidence of Completion

Science/cross curricular journals

G1.B1.S2 Provide/Review NGSS `4`

🔑 S113459

Strategy Rationale

Action Step 1 `5`

Review/provide NGSS Science standards

Person Responsible

Brenda Watkins

Schedule

Biweekly, from 8/12/2014 to 6/5/2015

Evidence of Completion

PD sign-in sheets, Lesson plans, Meeting minutes, observations.

Action Step 2 `5`

Provide opportunities for teachers to visit other classrooms implementing PBL's

Person Responsible

Brenda Watkins

Schedule

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

Evidence of Completion

Action Step 3 `5`

Continue training on Standards based grading

Person Responsible

Trisha Elliott

Schedule

Biweekly, from 8/12/2014 to 6/5/2015

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B1.S2 `6`

Classroom observations, PLC and SBLT agendas and minutes, lesson plans, work samples

Person Responsible

Brenda Watkins

Schedule

Weekly, from 8/12/2014 to 6/5/2015

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B1.S2 [6]

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 [7]

Person Responsible

Schedule

Evidence of Completion

G1.B1.S3 Use district science benchmark data to make instructional decisions [4]

S113460

Strategy Rationale

Action Step 1 [5]

Review 5th grade science benchmark data to make instructional decisions

Person Responsible

Brenda Watkins

Schedule

Every 2 Months, from 10/31/2014 to 4/24/2015

Evidence of Completion

Invite district Science coordinator

Action Step 2 `5`

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B1.S3 `6`

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 `7`

Person Responsible

Schedule

Evidence of Completion

G1.B2 Teachers need to be in-serviced on Project-based Learning/STEM structure and development. 2

B102285

G1.B2.S1 Provide STEM training opportunities for staff members 4

S113461

Strategy Rationale

Action Step 1 5

STEM training

Person Responsible

Trisha Elliott

Schedule

On 5/29/2015

Evidence of Completion

Conference schedule/notes

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

STEM team will provide feedback to and from grade level groups on implementation of STEM activities.

Person Responsible

Trisha Elliott

Schedule

Monthly, from 9/16/2014 to 5/29/2015

Evidence of Completion

STEM meeting notes on grade level check in of implementation; artifacts collected by STEM team members

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

STEM team members will collect artifacts and provide feedback to staff on STEM activities that are grade level appropriate. STEM team will conduct professional development with grade level representatives to ensure fidelity of implementation.

Person Responsible

Trisha Elliott

Schedule

Monthly, from 9/16/2014 to 5/29/2015

Evidence of Completion

STEM team meeting notes and artifacts of activities implemented at each grade level.

G2. The number of STEM opportunities will increase across grade levels. `1`

🔧 G042028

G2.B1 Need for teachers to gain deeper understanding of teaching STEM with increased rigor and addressing cognitive complexity in questioning. `2`

🔧 B102286

G2.B1.S1 STEM staff training; Cross grade level meetings; further training/guidance using Science journals, workshops and conferences. `4`

🔧 S113462

Strategy Rationale

Action Step 1 `5`

Teachers will plan implementation/revision of STEM labs, Shared scales for Science benchmarks

Person Responsible

Trisha Elliott

Schedule

Monthly, from 9/16/2014 to 5/29/2015

Evidence of Completion

Classroom observations; rubrics; Student feedback

Action Step 2 `5`

Teachers will attend training to increase inquiry based thinking skills

Person Responsible

Brenda Watkins

Schedule

On 2/27/2015

Evidence of Completion

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

Implementation of STEM activities

Person Responsible

Schedule

Evidence of Completion

Observations, ERO sign in, lesson plans, science journals

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

District Benchmark tests, science journals

Person Responsible

Schedule

Evidence of Completion

observations, district science benchmark, science journals

G3. The number of activities for Parents to become involved at Crystal Lake will increase. 1

G042029

G3.B1 Communication of Activities and details, provide and share information with parents on hot topics (Standards based grading, FSA, etc.) 2

B102287

G3.B1.S1 Provide information in Monthly Newsletter going home to parents; 4

S113463

Strategy Rationale

Action Step 1 5

Monthly News Letter

Person Responsible

Schedule

Evidence of Completion

Newsletter

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

Person Responsible

Schedule

Evidence of Completion

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

Person Responsible

Schedule

Evidence of Completion

G3.B1.S2 Provide information on school website. 4

S113464

Strategy Rationale

Action Step 1 5

School Website updates

Person Responsible

Schedule

Evidence of Completion

Website

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

Person Responsible

Schedule

Evidence of Completion

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

Person Responsible

Schedule

Evidence of Completion

G3.B2 Parent attendance school related activities declines as the year progresses 2

🔧 B113443

G3.B2.S1 Provide more opportunities for parents to learn about their student. 4

🔧 S124835

Strategy Rationale

Parents mention there feel a disconnect with changes in education.

Action Step 1 5

Provide a parent evening on PBL's (Problem Based Learning)

Person Responsible

Brenda Watkins

Schedule

Semiannually, from 12/19/2014 to 5/29/2015

Evidence of Completion

Attendance sign in, activities, exit comment slips

G4. Increase number of students scoring proficiency on FSA ELA writing 1

G042030

G4.B1 Limited instructional time. 2

B102288

G4.B1.S1 Integrate writing in reading and across other content areas. 4

S113465

Strategy Rationale

Students need to be more critical writers, defending and evaluating what they are learning.

Action Step 1 5

Writing in content areas

Person Responsible

Brenda Watkins

Schedule

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

Evidence of Completion

Classroom Observations Lesson Plans Student Portfolios / Journals

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

Grade Level Team
Meetings

Person Responsible

Brenda Watkins

Schedule

Evidence of Completion

Lesson Plans, Observations, student samples, journals

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

Teachers will share journals, work samples in PLC's , SBLT, SIP Committees

Person Responsible

Brenda Watkins

Schedule

Monthly, from 9/22/2014 to 5/29/2015

Evidence of Completion

journals, work samples, meeting agenda and minutes

G4.B1.S2 Integrate writing into PBL's. `4`

🔑 S124876

Strategy Rationale

Students will be able to articulate the steps taken and critical thinking used in their PBL.

Action Step 1 `5`

Increase the implementation of PBL's to incorporate writing

Person Responsible

Brenda Watkins

Schedule

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

Evidence of Completion

Action Step 2 `5`

Increase the implementation of PBL's to incorporate writing

Person Responsible

Brenda Watkins

Schedule

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

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G4.B1.S2 6

Classroom observations involving student discussions on PBL

> ### Person Responsible
>
> Brenda Watkins
>
> ### Schedule
>
> Monthly, from 8/18/2014 to 5/29/2015
>
> ### *Evidence of Completion*
>
> iObservation, student work samples

Plan to Monitor Effectiveness of Implementation of G4.B1.S2 7

Students mastering skills

> ### Person Responsible
>
> Brenda Watkins
>
> ### Schedule
>
> Monthly, from 9/1/2014 to 6/5/2015
>
> ### *Evidence of Completion*
>
> task sheets, journals, student observational tools, common assessments

G4.B2 Professional development in writing 2

B113396

G4.B2.S1 Provide professional development opportunities 4

S124830

Strategy Rationale

Teachers have shared they need more professional development in teaching writing. FACT Write scores reflect this need.

Action Step 1 5

Collaborate with Robyn Monte, AP at BCE, to provide professional development strategies in writing

Person Responsible

Brenda Watkins

Schedule

Monthly, from 8/7/2014 to 5/29/2015

Evidence of Completion

Brenda Watkins, Trisha Elliott

Action Step 2 5

Administrators and Literacy Coach will participate in district writing inservices to expand implementation school-wide

Person Responsible

Brenda Watkins

Schedule

Monthly, from 9/4/2014 to 5/29/2015

Evidence of Completion

student writing samples, lesson plans

Action Step 3 5

Research implementing the use of writing segment of F & P running records.

Person Responsible

Brenda Watkins

Schedule

Every 2 Months, from 8/7/2014 to 5/29/2015

Evidence of Completion

running records samples

Action Step 4 5

Provide opportunities for teachers to visit classrooms using best practices in writing

Person Responsible

Brenda Watkins

Schedule

Quarterly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Action Step 5 5

Continue working with teachers on standards based grading

Person Responsible

Trisha Elliott

Schedule

Monthly, from 8/12/2014 to 6/5/2015

Evidence of Completion

Action Step 6 `5`

Review ELA writing in lessons plans and conduct at least one informal during this time

Person Responsible

Brenda Watkins

Schedule

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

Evidence of Completion

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

lesson plans, ERO records, student writing samples, PLC and SBLT agendas and minutes

Person Responsible

Schedule

Monthly, from 9/22/2014 to 5/29/2015

Evidence of Completion

Student progression in writing samples or lack of progression, intervention strategies, informal observation

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

Student writing samples

Person Responsible

Brenda Watkins

Schedule

Monthly, from 9/22/2014 to 5/29/2015

Evidence of Completion

Student writing samples, lesson plans

G4.B3 Writing resources 2

B113397

G4.B3.S1 Provide teachers with ELA FSA Writing specs and rubrics 4

S124879

Strategy Rationale

The state writing assessment has changed this year

Action Step 1 5

Provide teachers with ELA writing specs and rubrics

Person Responsible

Brenda Watkins

Schedule

On 9/26/2014

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G4.B3.S1 6

Writing specs will be used for PLC's

Person Responsible

Brenda Watkins

Schedule

On 5/29/2015

Evidence of Completion

PLC and SBLT agendas and minutes, student writing samples

Plan to Monitor Effectiveness of Implementation of G4.B3.S1 `7`

Discussion during PLC's and SBLT on writing samples and interventions

Person Responsible

Brenda Watkins

Schedule

Monthly, from 9/22/2014 to 5/29/2015

Evidence of Completion

PLC and SBLT agendas and minutes, student writing samples

G5. Increase the percentage of students scoring at proficiency on state ELA assessment. `1`

G042031

G5.B1 Teachers need deeper understanding and experience with the rigor of the ELA FSA `2`

B102289

G5.B1.S1 Provide teachers with ELA FSA test item specs to use during planning and PLC's `4`

S113466

Strategy Rationale

New state assessment with more rigorous standards. Teachers will needs to revise teaching strategies.

Action Step 1 `5`

Make copies of ELA FSA test items specs for teachers

Person Responsible

Trisha Elliott

Schedule

On 9/26/2014

Evidence of Completion

Teachers referring to test item specs during meetings, lesson plans, PLC agendas and minutes

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

Teachers will use ELA Test item specs for planning and PLC

Person Responsible

Brenda Watkins

Schedule

Biweekly, from 9/15/2014 to 5/29/2015

Evidence of Completion

Coach's Log Evaluations in ERO Sign-in Forms

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

Teacher Feedback Student Progress

Person Responsible

Brenda Watkins

Schedule

Biweekly, from 9/15/2014 to 5/29/2015

Evidence of Completion

Evaluations in ERO Teacher Feedback Student Progress

G5.B1.S2 Literacy coaches will model best instructional practices, facilitate discussions, and reflect with teachers on instructional practice. `4`

S113467

Strategy Rationale

Action Step 1 `5`

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G5.B1.S2 `6`

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G5.B1.S2 `7`

Person Responsible

Schedule

Evidence of Completion

G5.B1.S3 Teachers and administrators will take FSA practice tests and discuss new findings. `4`

S113468

Strategy Rationale

To match teaching strategies with the rigor of standards being tested

Action Step 1 `5`

Professional Learning Communities to disaggregate data and determine needs in order to assist with increasing student learning gains among students who are struggling in reading.

Person Responsible

Schedule

Evidence of Completion

Meeting notes

Action Step 2 `5`

Attend Problem-Based Learning workshops, conferences, forums

Person Responsible

Schedule

Evidence of Completion

Presentation to staff, lesson plans, student projects.

Action Step 3 `5`

Participate in a PBL professional learning community with feeder middle school

Person Responsible

Schedule

Evidence of Completion

agendas and notes

Plan to Monitor Fidelity of Implementation of G5.B1.S3 `6`

PBL - Problem Based Strategies

Person Responsible

Schedule

Evidence of Completion

lesson plans, classroom observations, student projects

Plan to Monitor Effectiveness of Implementation of G5.B1.S3 `7`

PBL

Person Responsible

Schedule

Evidence of Completion

Benchmark score, iReady scores, FCAT scores, F & P levels

G5.B1.S4 Teachers and support staff will attend trainings on FSA. They will share resources and present information to staff. `4`

🔑 S113469

Strategy Rationale

Action Step 1 `5`

Trainings, workshops, conferences

Person Responsible

Kathryn Zehnder

Schedule

Biweekly, from 8/11/2014 to 6/5/2015

Evidence of Completion

Presentation to staff, lesson plans, classroom observations

Plan to Monitor Fidelity of Implementation of G5.B1.S4 `6`

Lesson plans, F & P records, iReady results, ELA FSA results

Person Responsible

Kathryn Zehnder

Schedule

Biweekly, from 8/7/2014 to 6/5/2015

Evidence of Completion

Lesson plans, F & P records, iReady results, ELA FSA results

Plan to Monitor Effectiveness of Implementation of G5.B1.S4 `7`

Review PLC and SBLT agendas and minutes

Person Responsible

Schedule

Biweekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Lesson plans, F & P records, iReady results, ELA FSA results

G5.B2 Instructional Staff needs more support in differentiated small group reading instruction. `2`

`B102290`

G5.B2.S1 Literacy Coaches will continue to facilitate book study with teachers for Words Their Way,The Daily Five and Secret Stories that will deepen the knowledge on how to implement differentiated small group instruction. `4`

`S113470`

Strategy Rationale

Teachers need additional strategies

Action Step 1 `5`

Model Lessons Staff Meetings Professional Development/Trainings Grade Level Meetings Individual Teacher Discussions

Person Responsible

Kathryn Zehnder

Schedule

Evidence of Completion

Coaches' Log Evaluations in ERO Sign-in Forms

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

Literacy Coach will model lessons for teachers to implement

Person Responsible

Kathryn Zehnder

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

lesson plans, observations, PLC agendas and minutes

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

iReady and reading running records

Person Responsible

Kathryn Zehnder

Schedule

Biweekly, from 9/26/2014 to 5/29/2015

Evidence of Completion

G5.B2.S2 Revise the master schedule to include iii time to address the needs of all students including higher performing and at risk 4

S125006

Strategy Rationale

Action Step 1 5

We have revised the master schedule to specifically target a common iii intervention block per grade level.

Person Responsible

Trisha Elliott

Schedule

On 6/5/2015

Evidence of Completion

Action Step 2 5

We will continue to provide teachers with resources to use during iii block.

Person Responsible

Kathryn Zehnder

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Lesson plans, observations

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

Review lesson plans and classroom observations

Person Responsible

Brenda Watkins

Schedule

Monthly, from 10/6/2014 to 5/29/2015

Evidence of Completion

Lesson plans, iObservation observations

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

Classroom observations, review lesson plans, PLC and SBLT meetings

Person Responsible

Brenda Watkins

Schedule

Monthly, from 10/6/2014 to 6/5/2015

Evidence of Completion

iReady, F & P, ELA FSA results

G5.B3 Teachers need resources and training to support struggling students. 2

B102291

G5.B3.S1 Provide mentor texts to be used in the classroom 4

S113471

Strategy Rationale

Action Step 1 5

Purchase mentor texts and book links

Person Responsible

Schedule

Evidence of Completion

receipts of purchase

Plan to Monitor Fidelity of Implementation of G5.B3.S1 6

Mentor texts

Person Responsible

Schedule

Evidence of Completion

lesson plans, observations

Plan to Monitor Effectiveness of Implementation of G5.B3.S1 7

Mentor texts

Person Responsible

Schedule

Evidence of Completion

G5.B3.S2 Provide researched based programs and training to support struggling readers. 4

S113472

Strategy Rationale

Action Step 1 5

Purchase researched based programs to be used for interventions

Person Responsible

Kathryn Zehnder

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Data, MTSS monitoring

Action Step 2 5

Train teachers on using research based programs for interventions

Person Responsible

Kathryn Zehnder

Schedule

Evidence of Completion

Lesson plans, F & P, iReady

Action Step 3 5

Continue to provide support for PLC

Person Responsible

Brenda Watkins

Schedule

Biweekly, from 9/15/2014 to 6/5/2015

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G5.B3.S2 6

Intervention Programs

Person Responsible

Kathryn Zehnder

Schedule

Quarterly, from 9/22/2014 to 6/5/2015

Evidence of Completion

Teacher made documentation, MTSS notes, increase in student achievement

Plan to Monitor Fidelity of Implementation of G5.B3.S2 6

PLC agendas and notes

Person Responsible

Brenda Watkins

Schedule

Biweekly, from 9/15/2014 to 6/5/2015

Evidence of Completion

Review of PLC and SBLT agendas and minutes, observations

Plan to Monitor Effectiveness of Implementation of G5.B3.S2 7

Collect and analyze F & P records, iReady, and ELA FSA results

Person Responsible

Kathryn Zehnder

Schedule

Monthly, from 9/26/2014 to 5/29/2015

Evidence of Completion

F & P records, iReady, and ELA FSA results

G5.B4 Teachers need a better understanding about SBG and how it relates to Florida Standards 2

B113583

G5.B4.S1 Provide support in standards based grading 4

S125008

Strategy Rationale

Teachers needs a better understanding of SBG and how it related to Florida Standards

Action Step 1 5

Provide ongoing trainings and discussions on standards based grading and Florida Standards

Person Responsible

Trisha Elliott

Schedule

Biweekly, from 9/10/2014 to 6/5/2015

Evidence of Completion

Action Step 2 5

Provide ELA FSA test items specs

Person Responsible

Trisha Elliott

Schedule

On 9/26/2014

Evidence of Completion

Lesson plans and observations

Plan to Monitor Fidelity of Implementation of G5.B4.S1 `6`

Review and dissaggregate F & P records, iReady results, ELA FSA results; review lesson plans,

Person Responsible

Kathryn Zehnder

Schedule

Monthly, from 9/26/2014 to 6/5/2015

Evidence of Completion

Lesson plans, F & P records, iReady results, ELA FSA results

Plan to Monitor Effectiveness of Implementation of G5.B4.S1 `7`

Review and dissaggregate F & P records, iReady results, ELA FSA results; review lesson plans,

Person Responsible

Kathryn Zehnder

Schedule

Monthly, from 9/26/2014 to 6/5/2015

Evidence of Completion

Lesson plans, F & P records, iReady results, ELA FSA results

G6. Increase the percentage of students scoring proficiency on FSA Math 1

🔧 G042032

G6.B1 Students' limited exposure to math in the real-world. 2

🔧 B102292

G6.B1.S1 Provide opportunities for students to explore real-world math during center activities, PBLs, and for homework. 4

🔧 S113473

Strategy Rationale

Action Step 1 5

Professional Learning Communities to disaggregate data and determine needs in order to assist with increasing student learning gains among students who are struggling in math.

Person Responsible

Schedule

Evidence of Completion

Meeting notes

Action Step 2 5

Scenarios and problems that pertain to real-world math topics will be presented for students to explore and solve.

Person Responsible

Trisha Elliott

Schedule

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

Evidence of Completion

Student work samples

Action Step 3 `5`

Increase the use of math journals for critical thinking and writing skills

Person Responsible

Trisha Elliott

Schedule

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

Evidence of Completion

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

Student work samples and student conferences

Person Responsible

Brenda Watkins

Schedule

Evidence of Completion

work samples

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

assessment results

Person Responsible

Trisha Elliott

Schedule

Monthly, from 10/3/2014 to 5/29/2015

Evidence of Completion

higher scores on assessments

G6.B1.S2 Provide enrichment opportunities for higher performing students. `4`

Strategy Rationale

To focus teachers on also providing enrichment opportunities for higher performing students.

Action Step 1 `5`

Identify a 30 minute intervention time that can be used for higher performing students. Work with teachers on methods of delivery

Person Responsible

Trisha Elliott

Schedule

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

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G6.B1.S2 `6`

lesson plans

Person Responsible

Trisha Elliott

Schedule

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

Evidence of Completion

student work samples, lesson plans

Plan to Monitor Effectiveness of Implementation of G6.B1.S2 `7`

Provide higher performing students with enrichment opportunities

Person Responsible

Trisha Elliott

Schedule

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

Evidence of Completion

iReady scores, assessments, student work samples/products

G6.B2 Teachers need time to acquire deeper understanding of teaching Florida Standards (both content and process standards) with increased academic rigor. 2

🔑 B102293

G6.B2.S1 Provide professional development opportunities to help teachers make education decisions using past state assessment results and progress monitoring results 4

🔑 S113474

Strategy Rationale

Teachers need a better understand with correlating data and how it relates to the FSA.

Action Step 1 5

Include Steve Layson, District Math Coordinator, as a member on the School Based Leadership Team

Person Responsible

Trisha Elliott

Schedule

Monthly, from 9/15/2014 to 5/29/2015

Evidence of Completion

SBLT agendas and minutes

Action Step 2 5

Schedule Steve Layson to provide professional development for teachers relating to math trends, progress monitoring results, next steps and intervention strategies.

Person Responsible

Trisha Elliott

Schedule

Every 2 Months, from 9/15/2014 to 5/29/2015

Evidence of Completion

ERO sign in, lesson plans, observations, progress monitoring results

Plan to Monitor Fidelity of Implementation of G6.B2.S1 `6`

weekly lesson plans, meeting minutes, classroom
experiences

Person Responsible

Trisha Elliott

Schedule

Monthly, from 10/6/2014 to 5/29/2015

Evidence of Completion

lesson plans, observations of lesson delivery, meeting minutes

Plan to Monitor Effectiveness of Implementation of G6.B2.S1 `7`

observation of classroom lessons, iReady results, Math FSA

Person Responsible

Trisha Elliott

Schedule

Monthly, from 9/22/2014 to 5/29/2015

Evidence of Completion

meeting minutes, lesson plans, lesson implementation

G6.B3 Teacher understanding of FSA and assessment specs 2

🔧 B113495

G6.B3.S1 Provide teachers with FSA math test item specs 4

🔧 S124883

Strategy Rationale

Teachers need to be able to understand Florida Standards and how they will be assessed.

Action Step 1 5

Make copies of FSA Math test items specs and provide to all teachers in grades 3-5 including ESE

Person Responsible

Schedule

On 9/26/2014

Evidence of Completion

Action Step 2 5

Use test items specs during PLC's and SBLT meetings to determie student needs and possible interventions

Person Responsible

Trisha Elliott

Schedule

Monthly, from 9/17/2014 to 5/29/2015

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G6.B3.S1 6

Review of student work samples, common assessments, lesson plans, informal observations

Person Responsible

Trisha Elliott

Schedule

Monthly, from 9/22/2014 to 5/29/2015

Evidence of Completion

lesson plans, iReady results, student work samples, PLC and SBLT agendas and minutes

Plan to Monitor Effectiveness of Implementation of G6.B3.S1 `7`

Review of iReady Assessment scores

Person Responsible

Trisha Elliott

Schedule

Monthly, from 9/26/2014 to 5/29/2015

Evidence of Completion

iReady assessments, student work samples

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	Professional development, and cross curricular planning of instructional staff.	Elliott, Trisha	9/16/2014	Classroom observations; lesson plans; assessments; student journals	5/29/2015 quarterly
G1.B1.S2.A1	Review/provide NGSS Science standards	Watkins, Brenda	8/12/2014	PD sign-in sheets, Lesson plans, Meeting minutes, observations.	6/5/2015 biweekly
G1.B2.S1.A1	STEM training	Elliott, Trisha	9/16/2014	Conference schedule/notes	5/29/2015 one-time
G2.B1.S1.A1	Teachers will plan implementation/ revision of STEM labs, Shared scales for Science benchmarks	Elliott, Trisha	9/16/2014	Classroom observations; rubrics; Student feedback	5/29/2015 monthly
G3.B1.S1.A1	Monthly News Letter		Newsletter	once	
G3.B1.S2.A1	School Website updates		Website	once	
G4.B1.S1.A1	Writing in content areas	Watkins, Brenda	9/2/2014	Classroom Observations Lesson Plans Student Portfolios / Journals	5/29/2015 monthly
G5.B1.S1.A1	Make copies of ELA FSA test items specs for teachers	Elliott, Trisha	9/15/2014	Teachers referring to test item specs during meetings, lesson plans, PLC agendas and minutes	9/26/2014 one-time
G5.B1.S3.A1	Professional Learning Communities to disaggregate data and determine needs in order to assist with increasing student learning gains among students who are struggling in reading.		Meeting notes	once	
G5.B1.S4.A1	Trainings, workshops, conferences	Zehnder, Kathryn	8/11/2014	Presentation to staff, lesson plans, classroom observations	6/5/2015 biweekly
G5.B2.S1.A1	Model Lessons Staff Meetings Professional Development/Trainings Grade Level Meetings Individual Teacher Discussions	Zehnder, Kathryn	8/7/2014	Coaches' Log Evaluations in ERO Sign-in Forms	one-time
G5.B3.S1.A1	Purchase mentor texts and book links		receipts of purchase	once	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G5.B3.S2.A1	Purchase researched based programs to be used for interventions	Zehnder, Kathryn	8/18/2014	Data, MTSS monitoring	6/5/2015 quarterly
G6.B1.S1.A1	Professional Learning Communities to disaggregate data and determine needs in order to assist with increasing student learning gains among students who are struggling in math.		Meeting notes	one-time	
G4.B2.S1.A1	Collaborate with Robyn Monte, AP at BCE, to provide professional development strategies in writing	Watkins, Brenda	8/7/2014	Brenda Watkins, Trisha Elliott	5/29/2015 monthly
G1.B1.S3.A1	Review 5th grade science benchmark data to make instructional decisions	Watkins, Brenda	10/31/2014	Invite district Science coordinator	4/24/2015 every-2-months
G3.B2.S1.A1	Provide a parent evening on PBL's (Problem Based Learning)	Watkins, Brenda	12/19/2014	Attendance sign in, activities, exit comment slips	5/29/2015 semiannually
G4.B1.S2.A1	Increase the implementation of PBL's to incorporate writing	Watkins, Brenda	8/18/2014		5/29/2015 monthly
G4.B3.S1.A1	Provide teachers with ELA writing specs and rubrics	Watkins, Brenda	9/1/2014		9/26/2014 one-time
G6.B3.S1.A1	Make copies of FSA Math test items specs and provide to all teachers in grades 3-5 including ESE		9/22/2014		9/26/2014 one-time
G6.B2.S1.A1	Include Steve Layson, District Math Coordinator, as a member on the School Based Leadership Team	Elliott, Trisha	9/15/2014	SBLT agendas and minutes	5/29/2015 monthly
G6.B1.S2.A1	Identify a 30 minute intervention time that can be used for higher performing students. Work with teachers on methods of delivery	Elliott, Trisha	8/18/2014		5/29/2015 daily
G5.B2.S2.A1	We have revised the master schedule to specifically target a common iii intervention block per grade level.	Elliott, Trisha	8/18/2014		6/5/2015 one-time
G5.B4.S1.A1	Provide ongoing trainings and discussions on standards based grading and Florida Standards	Elliott, Trisha	9/10/2014		6/5/2015 biweekly
G5.B1.S2.A1	[no content entered]			one-time	
G5.B1.S3.A2	Attend Problem-Based Learning workshops, conferences, forums		Presentation to staff, lesson plans, student projects.	once	
G6.B1.S1.A2	Scenarios and problems that pertain to real-world math topics will be presented for students to explore and solve.	Elliott, Trisha	8/18/2014	Student work samples	5/29/2015 monthly
G1.B1.S2.A2	Provide opportunities for teachers to visit other classrooms implementing PBL's	Watkins, Brenda	8/18/2014		5/29/2015 quarterly
G1.B1.S3.A2	[no content entered]			once	
G4.B1.S2.A2	Increase the implementation of PBL's to incorporate writing	Watkins, Brenda	8/18/2014		5/29/2015 monthly
G4.B2.S1.A2	Administrators and Literacy Coach will participate in district writing inservices to expand implementation school-wide	Watkins, Brenda	9/4/2014	student writing samples, lesson plans	5/29/2015 monthly
G6.B3.S1.A2	Use test items specs during PLC's and SBLT meetings to determie	Elliott, Trisha	9/17/2014		5/29/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	student needs and possible interventions				
G6.B2.S1.A2	Schedule Steve Layson to provide professional development for teachers relating to math trends, progress monitoring results, next steps and intervention strategies.	Elliott, Trisha	9/15/2014	ERO sign in, lesson plans, observations, progress monitoring results	5/29/2015 every-2-months
G5.B2.S2.A2	We will continue to provide teachers with resources to use during iii block.	Zehnder, Kathryn	8/18/2014	Lesson plans, observations	6/5/2015 monthly
G5.B4.S1.A2	Provide ELA FSA test items specs	Elliott, Trisha	9/22/2014	Lesson plans and observations	9/26/2014 one-time
G5.B3.S2.A2	Train teachers on using research based programs for interventions	Zehnder, Kathryn	6/5/2015	Lesson plans, F & P, iReady	one-time
G2.B1.S1.A2	Teachers will attend training to increase inquiry based thinking skills	Watkins, Brenda	9/1/2014		2/27/2015 one-time
G5.B1.S3.A3	Participate in a PBL professional learning community with feeder middle school		agendas and notes	once	
G1.B1.S2.A3	Continue training on Standards based grading	Elliott, Trisha	8/12/2014		6/5/2015 biweekly
G4.B2.S1.A3	Research implementing the use of writing segment of F & P running records.	Watkins, Brenda	8/7/2014	running records samples	5/29/2015 every-2-months
G6.B1.S1.A3	Increase the use of math journals for critical thinking and writing skills	Elliott, Trisha	8/18/2014		5/29/2015 daily
G5.B3.S2.A3	Continue to provide support for PLC	Watkins, Brenda	9/15/2014		6/5/2015 biweekly
G4.B2.S1.A4	Provide opportunities for teachers to visit classrooms using best practices in writing	Watkins, Brenda	9/1/2014		5/29/2015 quarterly
G4.B2.S1.A5	Continue working with teachers on standards based grading	Elliott, Trisha	8/12/2014		6/5/2015 monthly
G4.B2.S1.A6	Review ELA writing in lessons plans and conduct at least one informal during this time	Watkins, Brenda	9/29/2014		5/29/2015 monthly
G1.MA1	Increase use of Science journals	Elliott, Trisha	9/16/2014	Student Science/cross curricular journals	5/29/2015 quarterly
G1.MA2	[no content entered]			once	
G1.B1.S1.MA1	Science journals	Elliott, Trisha	9/16/2014	Science/cross curricular journals	5/22/2015 quarterly
G1.B1.S1.MA1	Teacher Lesson Plans	Elliott, Trisha	9/16/2014	Teacher lesson plans will be monitored for implementation; Student Journals will be used for fidelity.	5/29/2015 quarterly
G1.B2.S1.MA1	STEM team members will collect artifacts and provide feedback to staff on STEM activities that are grade level appropriate. STEM team will conduct professional development with grade level representatives to ensure fidelity of implementation.	Elliott, Trisha	9/16/2014	STEM team meeting notes and artifacts of activities implemented at each grade level.	5/29/2015 monthly
G1.B2.S1.MA1	STEM team will provide feedback to and from grade level groups on implementation of STEM activities.	Elliott, Trisha	9/16/2014	STEM meeting notes on grade level check in of implementation; artifacts collected by STEM team members	5/29/2015 monthly
G1.B1.S2.MA1	[no content entered]			once	
G1.B1.S2.MA1	Classroom observations, PLC and SBLT agendas and minutes, lesson plans, work samples	Watkins, Brenda	8/12/2014		6/5/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S2.MA3	[no content entered]			once	
G1.B1.S3.MA1	[no content entered]			once	
G1.B1.S3.MA1	[no content entered]			once	
G2.MA1	Student benchmark data	Elliott, Trisha	Student data on learning gains will be collected. On grade level standards that show no or low improvement will be evaluated for fidelity of implementation.	one-time	
G2.B1.S1.MA1	District Benchmark tests, science journals		observations, district science benchmark, science journals	one-time	
G2.B1.S1.MA1	Implementation of STEM activities		Observations, ERO sign in, lesson plans, science journals	one-time	
G3.MA1	[no content entered]			once	
G3.B1.S1.MA1	[no content entered]			once	
G3.B1.S1.MA1	[no content entered]			once	
G3.B1.S2.MA1	[no content entered]			once	
G3.B1.S2.MA1	[no content entered]			once	
G4.MA1	Increase in writing scores on FSA ELA writing	Watkins, Brenda	8/18/2014	FSA ELA writing scores	6/5/2015 one-time
G4.B1.S1.MA1	Teachers will share journals, work samples in PLC's , SBLT, SIP Committees	Watkins, Brenda	9/22/2014	journals, work samples, meeting agenda and minutes	5/29/2015 monthly
G4.B1.S1.MA1	Grade Level Team Meetings	Watkins, Brenda	5/29/2015	Lesson Plans, Observations, student samples, journals	monthly
G4.B2.S1.MA1	Student writing samples	Watkins, Brenda	9/22/2014	Student writing samples, lesson plans	5/29/2015 monthly
G4.B2.S1.MA1	lesson plans, ERO records, student writing samples, PLC and SBLT agendas and minutes		9/22/2014	Student progression in writing samples or lack of progression, intervention strategies, informal observation	5/29/2015 monthly
G4.B3.S1.MA1	Discussion during PLC's and SBLT on writing samples and interventions	Watkins, Brenda	9/22/2014	PLC and SBLT agendas and minutes, student writing samples	5/29/2015 monthly
G4.B3.S1.MA1	Writing specs will be used for PLC's	Watkins, Brenda	9/22/2014	PLC and SBLT agendas and minutes, student writing samples	5/29/2015 one-time
G4.B1.S2.MA1	Students mastering skills	Watkins, Brenda	9/1/2014	task sheets, journals, student observational tools, common assessments	6/5/2015 monthly
G4.B1.S2.MA1	Classroom observations involving student discussions on PBL	Watkins, Brenda	8/18/2014	iObservation, student work samples	5/29/2015 monthly
G5.MA1	Progressing monitoring tools	Zehnder, Kathryn	9/15/2014	iReady, F& P records, ELA FSA results	5/29/2015 biweekly
G5.B1.S1.MA1	Teacher Feedback Student Progress	Watkins, Brenda	9/15/2014	Evaluations in ERO Teacher Feedback Student Progress	5/29/2015 biweekly
G5.B1.S1.MA1	Teachers will use ELA Test item specs for planning and PLC	Watkins, Brenda	9/15/2014	Coach's Log Evaluations in ERO Sign-in Forms	5/29/2015 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G5.B2.S1.MA1	iReady and reading running records	Zehnder, Kathryn	9/26/2014		5/29/2015 biweekly
G5.B2.S1.MA1	Literacy Coach will model lessons for teachers to implement	Zehnder, Kathryn	8/18/2014	lesson plans, observations, PLC agendas and minutes	6/5/2015 daily
G5.B3.S1.MA1	Mentor texts			once	
G5.B3.S1.MA1	Mentor texts		lesson plans, observations	once	
G5.B4.S1.MA1	Review and dissaggregate F & P records, iReady results, ELA FSA results; review lesson plans,	Zehnder, Kathryn	9/26/2014	Lesson plans, F & P records, iReady results, ELA FSA results	6/5/2015 monthly
G5.B4.S1.MA1	Review and dissaggregate F & P records, iReady results, ELA FSA results; review lesson plans,	Zehnder, Kathryn	9/26/2014	Lesson plans, F & P records, iReady results, ELA FSA results	6/5/2015 monthly
G5.B1.S2.MA1	[no content entered]			one-time	
G5.B1.S2.MA1	[no content entered]			one-time	
G5.B3.S2.MA1	Collect and analyze F & P records, iReady, and ELA FSA results	Zehnder, Kathryn	9/26/2014	F & P records, iReady, and ELA FSA results	5/29/2015 monthly
G5.B3.S2.MA1	Intervention Programs	Zehnder, Kathryn	9/22/2014	Teacher made documentation, MTSS notes, increase in student achievement	6/5/2015 quarterly
G5.B3.S2.MA3	PLC agendas and notes	Watkins, Brenda	9/15/2014	Review of PLC and SBLT agendas and minutes, observations	6/5/2015 biweekly
G5.B2.S2.MA1	Classroom observations, review lesson plans, PLC and SBLT meetings	Watkins, Brenda	10/6/2014	iReady, F & P, ELA FSA results	6/5/2015 monthly
G5.B2.S2.MA1	Review lesson plans and classroom observations	Watkins, Brenda	10/6/2014	Lesson plans, iObservation observations	5/29/2015 monthly
G5.B1.S3.MA1	PBL		Benchmark score, iReady scores, FCAT scores, F & P levels	once	
G5.B1.S3.MA1	PBL - Problem Based Strategies		lesson plans, classroom observations, student projects	once	
G5.B1.S4.MA1	Review PLC and SBLT agendas and minutes		8/18/2014	Lesson plans, F & P records, iReady results, ELA FSA results	6/5/2015 biweekly
G5.B1.S4.MA1	Lesson plans, F & P records, iReady results, ELA FSA results	Zehnder, Kathryn	8/7/2014	Lesson plans, F & P records, iReady results, ELA FSA results	6/5/2015 biweekly
G6.MA1	I-Ready data	Elliott, Trisha	9/22/2014	I-Ready testing data will be used to determine progress toward target.	5/29/2015 monthly
G6.B1.S1.MA1	assessment results	Elliott, Trisha	10/3/2014	higher scores on assessments	5/29/2015 monthly
G6.B1.S1.MA1	Student work samples and student conferences	Watkins, Brenda	work samples	one-time	
G6.B2.S1.MA1	observation of classroom lessons, iReady results, Math FSA	Elliott, Trisha	9/22/2014	meeting minutes, lesson plans, lesson implementation	5/29/2015 monthly
G6.B2.S1.MA1	weekly lesson plans, meeting minutes, classroom experiences	Elliott, Trisha	10/6/2014	lesson plans, observations of lesson delivery, meeting minutes	5/29/2015 monthly
G6.B3.S1.MA1	Review of iReady Assessment scores	Elliott, Trisha	9/26/2014	iReady assessments, student work samples	5/29/2015 monthly
G6.B3.S1.MA1	Review of student work samples, common assessments, lesson plans, informal observations	Elliott, Trisha	9/22/2014	lesson plans, iReady results, student work samples, PLC and SBLT agendas and minutes	5/29/2015 monthly
G6.B1.S2.MA1	Provide higher performing students with enrichment opportunities	Elliott, Trisha	8/18/2014	iReady scores, assessments, student work samples/products	5/29/2015 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G6.B1.S2.MA1	lesson plans	Elliott, Trisha	8/18/2014	student work samples, lesson plans	5/29/2015 daily

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportuntities

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

G1. The percentage of students scoring at level 3 or above in Science will increase.

G1.B1 Teachers need to be trained on how to implement a journal in Science for cross-curricular infusion.

G1.B1.S1 Increased use of Science journals in classrooms and in the lab; implementing FS)LAFS & MAFS) to allow for cross content area learning

PD Opportunity 1

Professional development, and cross curricular planning of instructional staff.

Facilitator

Assistant Principal, Science Lab Teacher; STEM SIP Team, District Science Coordinator

Participants

Classroom and Related Art Teachers

Schedule

Quarterly, from 9/16/2014 to 5/29/2015

G1.B1.S2 Provide/Review NGSS

PD Opportunity 1

Continue training on Standards based grading

Facilitator

Trisha Elliott, Kathryn Zehnder, Brenda Watkins

Participants

all teachers

Schedule

Biweekly, from 8/12/2014 to 6/5/2015

G1.B1.S3 Use district science benchmark data to make instructional decisions

PD Opportunity 1

Review 5th grade science benchmark data to make instructional decisions

Facilitator

Valerie Gaynor

Participants

teachers and administrators

Schedule

Every 2 Months, from 10/31/2014 to 4/24/2015

G1.B2 Teachers need to be in-serviced on Project-based Learning/STEM structure and development.

G1.B2.S1 Provide STEM training opportunities for staff members

PD Opportunity 1

STEM training

Facilitator

District Science, Science Team leader

Participants

All CLE Teachers

Schedule

On 5/29/2015

G2. The number of STEM opportunities will increase across grade levels.

G2.B1 Need for teachers to gain deeper understanding of teaching STEM with increased rigor and addressing cognitive complexity in questioning.

G2.B1.S1 STEM staff training; Cross grade level meetings; further training/guidance using Science journals, workshops and conferences.

PD Opportunity 1

Teachers will plan implementation/revision of STEM labs, Shared scales for Science benchmarks

Facilitator

District Science Coordinator, Science Lab Teachers, Science SIP Committee chair,

Participants

Teachers, paraprofessionals, administration

Schedule

Monthly, from 9/16/2014 to 5/29/2015

PD Opportunity 2

Teachers will attend training to increase inquiry based thinking skills

Facilitator

Dr. Chew

Participants

teachers and support staff

Schedule

On 2/27/2015

G4. Increase number of students scoring proficiency on FSA ELA writing

G4.B1 Limited instructional time.

G4.B1.S2 Integrate writing into PBL's.

PD Opportunity 1

Increase the implementation of PBL's to incorporate writing

Facilitator

Brenda Watkins, Trisha Elliott

Participants

teachers

Schedule

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

PD Opportunity 2

Increase the implementation of PBL's to incorporate writing

Facilitator

Brenda Watkins, Trisha Elliott

Participants

teachers

Schedule

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

G4.B2 Professional development in writing

G4.B2.S1 Provide professional development opportunities

PD Opportunity 1

Collaborate with Robyn Monte, AP at BCE, to provide professional development strategies in writing

Facilitator

Brenda Watkins, Trisha Elliott, Robyn monte

Participants

teachers

Schedule

Monthly, from 8/7/2014 to 5/29/2015

PD Opportunity 2

Administrators and Literacy Coach will participate in district writing inservices to expand implementation school-wide

Facilitator

District Writing team

Participants

registered teachers

Schedule

Monthly, from 9/4/2014 to 5/29/2015

G5. Increase the percentage of students scoring at proficiency on state ELA assessment.

G5.B1 Teachers need deeper understanding and experience with the rigor of the ELA FSA

G5.B1.S3 Teachers and administrators will take FSA practice tests and discuss new findings.

PD Opportunity 1

Professional Learning Communities to disaggregate data and determine needs in order to assist with increasing student learning gains among students who are struggling in reading.

Facilitator

Mainstream Consultant, Administration, Literacy Coach

Participants

Mainstream Consultant, Administration, Literacy Coach, Guidance Counselor, Speech Pathologist, Grade level teams

Schedule

PD Opportunity 2

Attend Problem-Based Learning workshops, conferences, forums

Facilitator

Participants

Schedule

PD Opportunity 3

Participate in a PBL professional learning community with feeder middle school

Facilitator

Administration at both schools

Participants

Teachers, support staff and administration

Schedule

G5.B1.S4 Teachers and support staff will attend trainings on FSA. They will share resources and present information to staff.

PD Opportunity 1

Trainings, workshops, conferences

Facilitator

Various

Participants

Teachers and support staff

Schedule

Biweekly, from 8/11/2014 to 6/5/2015

G5.B2 Instructional Staff needs more support in differentiated small group reading instruction.

G5.B2.S1 Literacy Coaches will continue to facilitate book study with teachers for Words Their Way,The Daily Five and Secret Stories that will deepen the knowledge on how to implement differentiated small group instruction.

PD Opportunity 1

Model Lessons Staff Meetings Professional Development/Trainings Grade Level Meetings Individual Teacher Discussions

Facilitator

Kathryn Zehnder, Enid Martinez

Participants

teachers

Schedule

G5.B4 Teachers need a better understanding about SBG and how it relates to Florida Standards

G5.B4.S1 Provide support in standards based grading

PD Opportunity 1

Provide ongoing trainings and discussions on standards based grading and Florida Standards

Facilitator

Trisha Elliott, Brenda Watkins, Kathryn Zehnder

Participants

teachers

Schedule

Biweekly, from 9/10/2014 to 6/5/2015

G6. Increase the percentage of students scoring proficiency on FSA Math

G6.B1 Students' limited exposure to math in the real-world.

G6.B1.S1 Provide opportunities for students to explore real-world math during center activities, PBLs, and for homework.

PD Opportunity 1

Professional Learning Communities to disaggregate data and determine needs in order to assist with increasing student learning gains among students who are struggling in math.

Facilitator

Mainstream Consultant, Administration, Literacy Coach

Participants

Mainstream Consultant, Administration, Literacy Coach, Guidance Counselor, Speech Pathologist, Grade level teams

Schedule

G6.B2 Teachers need time to acquire deeper understanding of teaching Florida Standards (both content and process standards) with increased academic rigor.

G6.B2.S1 Provide professional development opportunities to help teachers make education decisions using past state assessment results and progress monitoring results

PD Opportunity 1

Schedule Steve Layson to provide professional development for teachers relating to math trends, progress monitoring results, next steps and intervention strategies.

Facilitator

Steve Layson

Participants

teachers (grades 3-5 + ESE) in the beginning and later expand to grades K-2

Schedule

Every 2 Months, from 9/15/2014 to 5/29/2015

Technical Assistance Items

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

Budget Rollup

Summary	
Description	**Total**
Goal 2: The number of STEM opportunities will increase across grade levels.	1,200
Goal 5: Increase the percentage of students scoring at proficiency on state ELA assessment.	8,088
Grand Total	**9,288**

Goal 2: The number of STEM opportunities will increase across grade levels.		
Description	**Source**	**Total**
B1.S1.A2 - Science professional development	School Improvement Funds	1,200
Total Goal 2		**1,200**
Goal 5: Increase the percentage of students scoring at proficiency on state ELA assessment.		
Description	**Source**	**Total**
B1.S4.A1 - Educational Conferences	Other	1,000
B1.S4.A1 - Book Study/ PLC	School Improvement Funds	944
B1.S4.A1 - Professional Development - Science	School Improvement Funds	1,200
B2.S1.A1 - Enid Martinez	School Improvement Funds	4,200
B3.S2.A1 - Purchase researched based intervention materials	School Improvement Funds	744
Total Goal 5		**8,088**