

Sea Wind Elementary School

3700 SE SEABRANCH BLVD, Hobe Sound, FL 33455

swe.sbmc.org

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
51%

Alternative/ESE Center
No

Charter School
No

Minority
36%

School Grades History

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

School Board Approval

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	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

The SeaWind Family is dedicated to fostering an atmosphere of caring, respectful, and responsible students who have a love of learning. We strive for excellence in the total development of our future.

Provide the school's vision statement

For all students to make at least one year's growth yearly in their learning and for all students to be reading on grade level.

School Environment

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

When a student enrolls in SeaWind Elementary, several staff members are involved in the process. From the first contact, staff members are looking at the whole child, making connections and making sure that the families are supported. The guidance counselor provides support to the parents and students, if required. The parent liaison assists by helping parents with support resources, such as the Parent Resource Center. The teacher is given information on the student and any other information that may be needed to help the student acclimate to his/her new school. Our school culture focuses on making connections with our students and keeping in communication with the parents/guardians. Learning about the total child helps staff understand the learners' possible needs and gives focus to possible support needs.

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

The school-wide Positive Behavioral and Intervention Support System focuses on following directions, being respectful, responsible, and use of self-control. Faculty, staff, and students follow the expectations to ensure a safe and respectful learning environment. These expectations help to facilitate respect and the supervision schedule for before, during, and after school; along with the school security plan help to keep the students safe.

Students know to tell an adult when school expectations are not being followed. They also know that there are staff members on the school campus who can provide assistance during times of difficulty, such as the school counselor, clinic assistant or a school administrator.

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

The school-wide Positive Behavioral and Intervention Support System focuses on following directions, being respectful, responsible and use of self-control. These five expectations are practiced in the classroom and throughout the school campus to include the cafeteria, the bus loop, and car line. There is a school PBiS Committee that helps to keep incentives and other support systems current. Teachers have been provided lesson plans by this committee, as well as PBiS binders that make information regarding the school PBiS expectations, area rules and procedures available for review as needed. The school district has protocols for disciplinary action for major infractions, but the

PBiS school team provides minor incident forms that follow district guidelines for minor/classroom infractions or concerns.

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

SeaWind faculty and staff follow the district expectations of a Multi-Tiered System of Support (MTSS). This system helps to provide needed support with academic and behavioral needs. The school guidance counselor provides immediate counseling to assist students with behavioral concerns or circumstances, and provides referrals to agencies for more long-term needs. The counselor also provides assistance to families in need of clothing or other material needs by providing information on available resources that are approved by the district. At times, the counselor provides a check-in/ check-out session for students that need additional support in being accountable for their actions, providing incentives of a tangible or non-tangible nature.

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 indicators are 5 absences, 10 absences, and 15 absences. At each interval a letter is sent to the parent/guardian to indicate that the student is missing a substantial amount of instructional time. Use of the truancy officer is also needed at times due to the number of absences within a smaller window of time. District policy states a student must be in attendance 90% of the school year in order to be promoted to the next grade level.

Another indicator of concern is the students' grade report. Students who show low academic growth may require intervention problem solving and support. These students are monitored for progress making sure that gaps of instructional deficiencies are being diminished.

Standardized testing results are another indication of concern. These students are monitored and provided with a progress monitoring plan, putting academic supports in place to ensure academic growth. If the gains are not sufficient , the student is moved to the next tier of support. (MTSS)

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	8	9	5	9	13	2	46
One or more suspensions	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	11	23	19	53

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

Indicator	Grade Level		Total
	3	4	
Students exhibiting two or more indicators	2	4	6

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

School-wide attendance plan monitors attendance and sends letter to parents regarding days absent and the effect that it has on student learning. Students need to be in school for instruction in order to make academic gains. Suspensions are also addressed with parents in regards to missed instruction and the importance of being in school learning instead of behavior hindering their attendance. Grades are monitored to make sure that students are on track and are not in need of intervention or reteach sessions. MTSS or Multi-Tiered Systems of Support provides resources for students that require additional time on any given subject in order to obtain mastery. Students that score a Level 1 on statewide assessments are monitored and provided additional support through Progress Monitoring Plans and MTSS. Third grade students are also provided the opportunity to attend summer reading camp and are tested again to check proficiency after the session.

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

The percentage of families who participate in school activities will increase.

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

Through our Parent Liaison and school PTSA, partnerships have been developed with Chick-fil-A, Steve's B's, and Tropical Smoothie restaurants. These establishments provide family nights several times a year to help raise funds for the school, as well as provide community building 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
Ager, Birgit	Principal
Asciutto-Houck, Andrea	Instructional Coach
Cabrera, Carmen	Administrative Support
Collette, Katrina	Teacher, K-12
Curchy, Becky	Instructional Media
Francke, James	Teacher, K-12
Hughes, Tiffany	Teacher, K-12
Lee, Christopher	Teacher, K-12
Markham, Laura	Teacher, K-12
Nyberg, Kristen	Teacher, K-12
Rao, Sue	Teacher, K-12
Stull, Deb	Assistant Principal
Holts, Pat	Teacher, K-12
Elliott, Jan	Instructional Coach

Duties

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

The leadership team reviews student data, designs intervention strategies, monitors progress and offers suggestions strategies and serves as the liaison between administration and instructional staff.

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

A multi-disciplinary team of school professionals who (MTSS Leadership Team) meet weekly to address students who are struggling academically and/or behaviorally. The leadership team provides recommendations for tiered levels of academic and behavioral support. Data team meetings are held to review student data by classroom and/or grade level assessments therefore guiding specific intervention support beyond the instructional block. Progress monitoring is ongoing and part of the MTSS cycle.

Title I, Part A:

SeaWind Elementary School coordinates and integrates all federal, state, and local programs that impact the school. Title I dollars support three positions at the school to include two literacy coaches. These coaches will work directly with teachers offering instructional support, modeling of effective strategies, and provide comprehensive professional development. The guidance counselor will provide classroom lessons addressing bullying and taking responsibility for actions and self. The parent liaison offers support to our family involvement component. Family Involvement Nights are planned this year highlighting ways in which parents can assist their children at home with academics in reading, writing, math, and science. Home / school communication folders and planners were purchased for each child, using Title I funds, to support increased communication between the school and home.

Title I, Part C:

A part-time teacher will be hired using Title I dollars, to teach LLI to small groups of primary students.

Title I, Part D:

The Comprehensive Needs Assessment considers student academic needs as well as staff development data that addresses the priorities established for Title I Part D.

Title II:

Title II funding supports school and district initiatives and professional development in reading, math, writing, and science.

Title III:

Title III funds are used to support English Language Learners at SeaWind through:

- the development and implementation of language instructional software programs;
- supporting family literacy, parent outreach, and training activities designed to assist parents to become active participants in their child's education;
- increasing ELL focused professional development for teachers and paraprofessionals.

Title X - Homeless:

Brochures and referrals for parent and student support from the guidance department, school nurse and other school personnel support the effort of Title X.

PLC group: Book title, "Teaching with poverty in mind." by Eric Jensen.

Violence Prevention Programs:

The DARE (Drug Abuse Resistance Education Program) is implemented in fifth grade and is provided with a partnership between the Martin County School District and the Martin County Sheriff's Department.

The guidance counselor conducts classroom lessons utilizing the Character Education program.

Nutrition Programs:

Students participate in physical education activities for 30 minutes per day. The school cafeteria manager periodically highlights nutritional facts by spotlighting "healthy foods" on the morning news program.

The PE teacher will promote nutrition, healthy lifestyles and the importance of exercise during her PE Classes.

Head Start:

Although Head Start programs are located at many Martin County elementary schools, currently SeaWind Elementary does not have any Head Start classes on campus.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Birgit Ager	Principal
Lisa Careccia	Education Support Employee
Christopher Lee	Teacher

Duties

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

Evaluation of last year's school improvement plan

The school improvement plan last year provided funds for classroom libraries, professional development, parent education and student incentives. These items help to increase student achievement by providing research based strategies for teachers, books of interest for joyful learning, support for parents and opportunities for students to make academic and behavioral goals tied to celebration incentives.

Development of this school improvement plan

The purpose of SAC is to work in an advisory capacity with the principal on the development of the school site budget, safety, calendar, instructional programs, personnel policies and School Improvement Plan.

Preparation of the school's annual budget and plan

Preparing the school budget for the new year includes reflection on the prior year's accomplishments and academic success with items provided with the past years budget. Planning for additions to items that worked or looking at school data to see what other items are needed for student success.

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

School Improvement fund requests must 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 a majority of students. .

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
Ager, Birgit	Principal
Stull, Deb	Assistant Principal
Asciutto-Houck, Andrea	Instructional Coach
Curchy, Becky	Instructional Media
Elliott, Jan	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The LLT will spearhead Florida Standards, through grade group meetings and leading professional discussion groups on research-based literacy topics to include: Guided Reading, reader engagement and independent reading with conferring. Families will be encouraged to be active participants in their child's literacy life through various school sponsored, parent involvement activities.

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

Professional Learning Communities are in place school-wide. Time is carved out on the master calendar for the collaborative meetings to take place. Teachers are encouraged to look at student work in order to drive instruction and collaborative assessments for instructional progress monitoring of standards.

Teachers are also provided with tasks once a month to build the collaborative team by performing activities that build relationships and team norms. These activities are necessary to build team connections and trust, making the team stronger in the collaborative process.

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

Provide opportunities for professional growth in instruction, leadership opportunities and relationship building with peers as teacher collaborate in PLC groups.
Administration is responsible for this.

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

School offers a mentor support system for all newly hired educators to school and/or education. Support includes:
Assistance with Pinnacle,
Performance Matters,
Classroom management
Lesson planning
School policies and procedures

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 use the Florida standards for instruction. The district has developed groups of teachers to create frameworks that provide guidance in the sequence of instruction to ensure the instruction is delivered in a timely manner and all the standards are covered for each content area and grade level. Literacy coaches and instructional personnel review materials used for instruction, making sure it meets the standard expectation for rigor and relevance. This allows the instruction to be specific to the standards intention, as well as providing depth for understanding and mastery.

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

Instruction is data driven. Formative and diagnostic assessments are used to create data that is reviewed by the instructional leaders to determine the level of support each student needs to be successful. If the data shows a student having difficulty with a specific standard, supports are put in place for intervention. This could be individual support or small group interventions that target that specific skill. For students that need enrichment, activities are provided for deepening of the standard and could be individual or collaborative.

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: Before School Program

Minutes added to school year:

Students using the computer lab for web based instruction on programs provided by the district. Subjects addressed are either reading or math, depending on the diagnostic assessment provided at the start of the school year. (iReady)

Strategy Rationale

Providing time outside of the classroom instruction provides the academic support that the student needs to master the standards and perform activities and tasks inside the classroom with better confidence.

Strategy Purpose(s)

- Core Academic Instruction

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

The data is embedded in the program, allowing the teacher to track progress on specific standards noted by the program as an academic deficiency.

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

SeaWind hosts a Kindergarten tour every year for incoming Kindergarten students. This tour involves both parents and students and includes an observation of the Kindergarten classroom, story read by an administrator and a snack in the cafeteria. 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 assess incoming students on Kindergarten readiness skills one week prior to the start of school to assist in developing heterogeneous classes and to provide teachers data to differentiated 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.** All students will achieve one year's growth on the iReady Math Diagnostic Assessment when comparing May 2015 results to September 2014 results.
- G2.** Increase percentage of students scoring a level 4 or 5 to 39%.
- G3.** Increase the percentage of students scoring at the proficiency level on the 2015 FCAT Science to 65%
- G4.** All students will achieve one year's growth on the iReady Reading Diagnostic Assessments when comparing September 2014 and May 2015.
- G5.** Increase each AMO subgroups' proficiency level by a minimum of 10%
- G6.** Increase the percentage of students scoring at levels 4 and 5 to a minimum of 40% in grades 3-5.
- G7.** 65% of fourth and fifth grade students will write at the proficiency level on the FSA.

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. All students will achieve one year's growth on the iReady Math Diagnostic Assessment when comparing May 2015 results to September 2014 results. 1a

G045899

Targets Supported 1b

Indicator	Annual Target
AMO Math - ED	65.0

Resources Available to Support the Goal 2

- i-Ready Instructional materials. (online instruction and teacher guided lessons)

Targeted Barriers to Achieving the Goal 3

- Instructional Time

Plan to Monitor Progress Toward G1. 8

iReady reports, student work and PLC meeting notes.

Person Responsible

Jan Elliott

Schedule

Evidence of Completion

Coaches progress monitoring notes and iReady reports.

G2. Increase percentage of students scoring a level 4 or 5 to 39%. 1a

G045898

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

- Extension activities to support students that have proficiency with standards and are ready for enrichment objectives.

Targeted Barriers to Achieving the Goal 3

- Ready made materials.

Plan to Monitor Progress Toward G2. 8

PLC meeting notes and Data Team meeting documentation.

Person Responsible

Deb Stull

Schedule

Every 6 Weeks, from 10/13/2014 to 5/1/2015

Evidence of Completion

Student data.

G3. Increase the percentage of students scoring at the proficiency level on the 2015 FCAT Science to 65%

1a

G045897

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

- Science teacher to provide teachers STEM lessons/activities for students in all grade levels.

Targeted Barriers to Achieving the Goal 3

- Professional Development

Plan to Monitor Progress Toward G3. 8

Assessment data will be reviewed for effectiveness with standards as they are taught.

Person Responsible

Schedule

Monthly, from 9/30/2014 to 5/1/2015

Evidence of Completion

Student data during PLC meetings, as teachers discuss student work and mastery.

G4. All students will achieve one year's growth on the iReady Reading Diagnostic Assessments when comparing September 2014 and May 2015. 1a

G042061

Targets Supported 1b

Indicator	Annual Target
	100.0

Resources Available to Support the Goal 2

- I-Ready instructional component for all K-5 students, Ready LAFS Books for grades 3-5, HM guided reading materials cover all levels of text complexity, 2 literacy coaches to provide modeling of best practices, professional development on balance literacy components, facilitate data analysis and problem solving meetings, etc., additional reading resources for book clubs, genre studies, etc., LLI Systems for K-3 intervention, 1 Comprehension toolkit each for K-2 and 3-5, Words Their Way and F&P Word Study materials, 1 LC Reading Unit of Study for grades 3-5.

Targeted Barriers to Achieving the Goal 3

- Sufficient leveled text for classroom libraries.
- time and computers available for instructional iReady component available to all students

Plan to Monitor Progress Toward G4. 8

Increased reading levels and increased student achievement on reading assessments.

Person Responsible

Schedule

Evidence of Completion

Data from the running records and reading assessments.

G5. Increase each AMO subgroups' proficiency level by a minimum of 10% 1a

G042062

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	78.0

Resources Available to Support the Goal 2

- Mondo and Imagine Learning for ELL, Wilson Reading System for SWD, Guided Reading for all students, LLI, ELL Para, ESE support facilitators, 1 comprehension tool kit

Targeted Barriers to Achieving the Goal 3

- Resources for intervention, especially for grades 3-5.

Plan to Monitor Progress Toward G5. 8

The teachers will monitor the students academic growth through the tracking of formative and summative assessments. Administrators will observe teachers tracking student progress during informal and formal observations. Students will track their own progress through student tracking forms.

Person Responsible

Schedule

Evidence of Completion

Increased learning as evidenced through test scores.

G6. Increase the percentage of students scoring at levels 4 and 5 to a minimum of 40% in grades 3-5. 1a

G042063

Targets Supported 1b

Indicator	Annual Target
	40.0

Resources Available to Support the Goal 2

- Literacy Coaches will model lessons and provide resources for instructional staff in the area of guided reading and book clubs in order to facilitate growth in our highest achieving students. Teachers will use conferencing notes, leveled texts for independent reading, I-Ready assessments, and Fountas and Pinnell running records to reflect on data and to focus their instructional methods within content areas students will be challenged through problem based learning.

Targeted Barriers to Achieving the Goal 3

- Instructional Staff needs more support in data-driven differentiated instruction, through one on one lessons and small group lessons. Instruction staff needs training on how to analyze data and to plan structured lessons tailored to student need within the classroom setting.

Plan to Monitor Progress Toward G6. 8

I-Ready Assessment and F&P Assessment

Person Responsible

Deb Stull

Schedule

Quarterly, from 8/22/2014 to 5/30/2015

Evidence of Completion

Results from I-Ready Assessment and F&P Assessment

G7. 65% of fourth and fifth grade students will write at the proficiency level on the FSA. 1a

G042064

Targets Supported 1b

Indicator	Annual Target
	65.0

Resources Available to Support the Goal 2

- Lucy Calkins Units of Study for teaching writing for Grades K-5; Lucy Calkins Writing Pathways for Performance Assessment and Learning Progressions (Assessment for K-5)

Targeted Barriers to Achieving the Goal 3

- Time for fitting in a 45 minute block of writing in the daily schedule and training for teachers

Plan to Monitor Progress Toward G7. 8

Data from writing rubrics

Person Responsible

Deb Stull

Schedule

Every 6 Weeks, from 8/29/2014 to 5/29/2015

Evidence of Completion

Scored student writing samples

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. All students will achieve one year's growth on the iReady Math Diagnostic Assessment when comparing May 2015 results to September 2014 results. **1**

 G045899

G1.B1 Instructional Time **2**

 B113493

G1.B1.S1 Provide opportunities for students to work on the i-Ready instructional web-based program to increase time on task. **4**

 S124882

Strategy Rationale

Providing the additional time for students to work on instructional focus items, provides practice that will increase proficiency and assist the student in classroom activities.

Action Step 1 **5**

Set schedule for access within computer labs.

Person Responsible

Becky Curchy

Schedule

On 10/3/2014

Evidence of Completion

All classes will be scheduled into a computer lab.

Action Step 2 5

Set schedule for access within classrooms.

Person Responsible

Deb Stull

Schedule

On 10/10/2014

Evidence of Completion

Each class will provide a schedule for student access.

Action Step 3 5

Provide teachers with strategies and training on math instruction.

Person Responsible

Deb Stull

Schedule

Evidence of Completion

Student data

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

Monitor students progress on the instructional piece of the iReady program.

Person Responsible

Andrea Ascitutto-Houck

Schedule

Evidence of Completion

iReady reports and data meetings with teachers.

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

Teachers and coaches will progress monitor student work.

Person Responsible


Jan Elliott

Schedule

Evidence of Completion

iReady reports and teacher data.

G2. Increase percentage of students scoring a level 4 or 5 to 39%. 1

 G045898

G2.B1 Ready made materials. 2

 B113491

G2.B1.S1 Provide professional development in STEM type instruction that lends to project based or inquiry based learning. Using the CPalms MEA's for instructional enrichment. 4

 S124880

Strategy Rationale

Using CPalms activities provide a time saving research based learning activity that is aligned to the standards.

Action Step 1 5

Teachers will provide extension activities to students from the CPalms resource for academic enrichment.

Person Responsible

Schedule

Monthly, from 10/1/2014 to 5/29/2015

Evidence of Completion

Teachers will collect student work to demonstrate completion and monitor for student growth.

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

Teachers will monitor students informally, making sure there are no misconceptions and provide support.

Person Responsible

Schedule

Monthly, from 9/30/2014 to 5/29/2015

Evidence of Completion

Student work and standard mastery data.

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

Formative and summative assessments will be given for effectiveness of support.

Person Responsible

Schedule

Evidence of Completion

Student assessment data.

G3. Increase the percentage of students scoring at the proficiency level on the 2015 FCAT Science to 65% 1

G045897

G3.B2 Professional Development 2

B113490

G3.B2.S1 Train teachers to incorporate STEM and inquiry based activities into the science curriculum.

4

S124878

Strategy Rationale

This training will help teachers incorporate this strategy for other areas of instruction and make the learning of science content more hands-on.

Action Step 1 5

Provide teacher resources and instructional support to incorporate STEM activities into their lesson planning.

Person Responsible

James Francke

Schedule

Monthly, from 9/22/2014 to 5/1/2015

Evidence of Completion

Student work and formative assessment data provided by the teachers.

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Teachers will monitor student work, reflecting on increase in student understanding in standards being addressed in inquiry learning opportunities.

Person Responsible

James Francke

Schedule

Quarterly, from 10/1/2014 to 5/1/2015

Evidence of Completion

Lesson plans and informal data.

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Teachers will monitor student work, reflecting on increase in student understanding in standards being addressed in inquiry learning opportunities.

Person Responsible

James Francke

Schedule

Quarterly, from 10/1/2014 to 5/1/2015


Evidence of Completion

Student work and informal assessment data.

G4. All students will achieve one year's growth on the iReady Reading Diagnostic Assessments when comparing September 2014 and May 2015. 1

 G042061

G4.B1 Sufficient leveled text for classroom libraries. 2

 B102376

G4.B1.S1 Gradually add to teacher classroom libraries using funds, book drives, and other fund raising activities 4

 S113539

Strategy Rationale

Students need text at their independent level and instructional levels to grow through the continuum of text complexity.

Action Step 1 5

Purchase /fund raise leveled text for classroom libraries.

Person Responsible

Birgit Ager

Schedule

Semiannually, from 8/27/2014 to 5/30/2015

Evidence of Completion

There will be more books in the classroom, and students will improve reading strategies.

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

needs assessment for classroom libraries

Person Responsible

Deb Stull

Schedule

Annually, from 5/1/2015 to 5/1/2015

Evidence of Completion

teacher response to needs assessment survey

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

Students reading leveled texts independently to increase fluency and comprehension skills during the independent reading time.


Person Responsible

Schedule


Evidence of Completion

Responses in reading response journals.

G4.B4 time and computers available for instructional iReady component available to all students **2**

 B112904

G4.B4.S1 Provide instructional time for students to access instructional component of iReady for skill practice and intervention. **4**

 S138525

Strategy Rationale

Allowing the students to work on skills that the diagnostic assessment shows as a need for practice.

Action Step 1 **5**

Providing instructional time for students to work on instructional piece of iReady.

Person Responsible

Schedule

Weekly, from 10/1/2014 to 4/1/2015

Evidence of Completion

iReady Diagnostic Assessments and Progress Monitoring

Plan to Monitor Fidelity of Implementation of G4.B4.S1 **6**

Use iReady progress monitoring data and reports to check for growth in skills assigned.

Person Responsible

Schedule

Evidence of Completion

iReady reports/diagnostic and progress monitoring data.

Plan to Monitor Effectiveness of Implementation of G4.B4.S1 **7**

Person Responsible


Schedule

Evidence of Completion

G5. Increase each AMO subgroups' proficiency level by a minimum of 10% **1**

 G042062

G5.B1 Resources for intervention, especially for grades 3-5. **2**

 B102377

G5.B1.S1 Purchase additional intervention materials and provide training and support for teachers to implement intervention **4**

 S113540

Strategy Rationale

appropriate and research-based materials are a must for successful intervention

Action Step 1 **5**

Literacy coaches and aspiring leaders to brainstorm and research effective practices and materials available to be used for intervention

Person Responsible

Deb Stull

Schedule

Every 6 Weeks, from 9/8/2014 to 5/30/2015

Evidence of Completion

List or menu of resources to be used for intervention

Action Step 2 **5**

Person Responsible

Schedule

Evidence of Completion

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

Monitor the use of tracking student progress with data from the formative and summative assessments.

Person Responsible

Schedule

Evidence of Completion

Grade level meeting notes with observations with administrators and coaches.

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

Positive impact on student learning using the student tracking process.

Person Responsible

Schedule

Evidence of Completion

Student data and grade level discussion/conversation.

G6. Increase the percentage of students scoring at levels 4 and 5 to a minimum of 40% in grades 3-5. 1

G042063

G6.B1 Instructional Staff needs more support in data-driven differentiated instruction, through one on one lessons and small group lessons. Instruction staff needs training on how to analyze data and to plan structured lessons tailored to student need within the classroom setting. 2

B102378

G6.B1.S1 Strategy: Provide professional development: Literacy coaches, Enid Martinez, and Emily DeLiddo. Provide opportunity for a book study for all instructional staff: Growing Readers (k-2) and Conferring with Readers (3-5). 4

S113541

Strategy Rationale

Action Step 1 5

Data from I-Ready, student work samples

Person Responsible

Deb Stull

Schedule

Biweekly, from 8/18/2014 to 5/30/2015

Evidence of Completion

Student assessments and data

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

Conferring notes, student data and intervention groups.

Person Responsible

Schedule

Evidence of Completion

Student data.

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

I-Ready Assessment and Fountas and Pinnell Assessments

Person Responsible

Deb Stull

Schedule

Quarterly, from 8/29/2014 to 5/30/2015

Evidence of Completion

I-Ready results and F&P assessments

G6.B1.S2 Provide time for team planning. Teachers will be working in Professional Learning Communities throughout the year to analyze data, explore the latest research about reading and writing instruction, plan lessons, and to use common assessments around genres of reading and writing. 4

 S113542

Strategy Rationale

Action Step 1 5

Benchmarks, lesson plans and Running Record information and progress.

Person Responsible

Schedule

Evidence of Completion

Percentage of growth with running records, showing gains in comprehension and fluency.

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

Planning sessions

Person Responsible

Schedule

Evidence of Completion

Units of study/common assessments

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

Units of Study/Guided Reading/Conferring

Person Responsible

Schedule


Evidence of Completion

Student work/data

G7. 65% of fourth and fifth grade students will write at the proficiency level on the FSA. 1

 G042064

G7.B1 Time for fitting in a 45 minute block of writing in the daily schedule and training for teachers 2

 B102379

G7.B1.S2 Provide professional development on the units of study for writing. 4

 S137259

Strategy Rationale

Giving teachers a better understanding of the units of study in order to teach the students the strategies provided by the curriculum.

Action Step 1 5

Provide on-going professional development using the Lucy Caulkins.

Person Responsible

Andrea Ascitutto-Houck

Schedule

Quarterly, from 9/15/2014 to 6/1/2015

Evidence of Completion

Lesson plans, classroom observations and student growth data.

Plan to Monitor Fidelity of Implementation of G7.B1.S2 6

Classroom observation, discussion and student data.

Person Responsible

Andrea Asciutto-Houck

Schedule

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

Evidence of Completion

Anecdotal notes and student data.

Plan to Monitor Effectiveness of Implementation of G7.B1.S2 7

Looking at student work and progress from one example to the next.

Person Responsible

Andrea Asciutto-Houck

Schedule

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

Evidence of Completion

Student work and classroom observation.

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
G4.B1.S1.A1	Purchase /fund raise leveled text for classroom libraries.	Ager, Birgit	8/27/2014	There will be more books in the classroom, and students will improve reading strategies.	5/30/2015 semiannually
G5.B1.S1.A1	Literacy coaches and aspiring leaders to brainstorm and research effective practices and materials available to be used for intervention	Stull, Deb	9/8/2014	List or menu of resources to be used for intervention	5/30/2015 every-6-weeks
G6.B1.S1.A1	Data from I-Ready, student work samples	Stull, Deb	8/18/2014	Student assessments and data	5/30/2015 biweekly
G6.B1.S2.A1	Benchmarks, lesson plans and Running Record information and progress.		Percentage of growth with running records, showing gains in comprehension and fluency.	once	

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B2.S1.A1	Provide teacher resources and instructional support to incorporate STEM activities into their lesson planning.	Francke, James	9/22/2014	Student work and formative assessment data provided by the teachers.	5/1/2015 monthly
G2.B1.S1.A1	Teachers will provide extension activities to students from the CPalms resource for academic enrichment.		10/1/2014	Teachers will collect student work to demonstrate completion and monitor for student growth.	5/29/2015 monthly
G1.B1.S1.A1	Set schedule for access within computer labs.	Curchy, Becky	9/29/2014	All classes will be scheduled into a computer lab.	10/3/2014 one-time
G7.B1.S2.A1	Provide on-going professional development using the Lucy Caulkins.	Asciutto-Houck, Andrea	9/15/2014	Lesson plans, classroom observations and student growth data.	6/1/2015 quarterly
G4.B4.S1.A1	Providing instructional time for students to work on instructional piece of iReady.		10/1/2014	iReady Diagnostic Assessments and Progress Monitoring	4/1/2015 weekly
G5.B1.S1.A2	[no content entered]			one-time	
G1.B1.S1.A2	Set schedule for access within classrooms.	Stull, Deb	9/29/2014	Each class will provide a schedule for student access.	10/10/2014 one-time
G1.B1.S1.A3	Provide teachers with strategies and training on math instruction.	Stull, Deb	Student data	one-time	
G1.MA1	iReady reports, student work and PLC meeting notes.	Elliott, Jan	Coaches progress monitoring notes and iReady reports.	one-time	
G1.B1.S1.MA1	Teachers and coaches will progress monitor student work.	Elliott, Jan	iReady reports and teacher data.	one-time	
G1.B1.S1.MA1	Monitor students progress on the instructional piece of the iReady program.	Asciutto-Houck, Andrea	iReady reports and data meetings with teachers.	one-time	
G2.MA1	PLC meeting notes and Data Team meeting documentation.	Stull, Deb	10/13/2014	Student data.	5/1/2015 every-6-weeks
G2.B1.S1.MA1	Formative and summative assessments will be given for effectiveness of support.		Student assessment data.	one-time	
G2.B1.S1.MA1	Teachers will monitor students informally, making sure there are no misconceptions and provide support.		9/30/2014	Student work and standard mastery data.	5/29/2015 monthly
G3.MA1	Assessment data will be reviewed for effectiveness with standards as they are taught.		9/30/2014	Student data during PLC meetings, as teachers discuss student work and mastery.	5/1/2015 monthly
G3.B2.S1.MA1	Teachers will monitor student work, reflecting on increase in student understanding in standards being addressed in inquiry learning opportunities.	Francke, James	10/1/2014	Student work and informal assessment data.	5/1/2015 quarterly
G3.B2.S1.MA1	Teachers will monitor student work, reflecting on increase in student understanding in standards being addressed in inquiry learning opportunities.	Francke, James	10/1/2014	Lesson plans and informal data.	5/1/2015 quarterly
G4.MA1	Increased reading levels and increased student achievement on reading assessments.		Data from the running records and reading assessments.	one-time	
G4.B1.S1.MA1	Students reading leveled texts independently to increase fluency and		Responses in reading	one-time	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	comprehension skills during the independent reading time.		response journals.		
G4.B1.S1.MA1	needs assessment for classroom libraries	Stull, Deb	5/1/2015	teacher response to needs assessment survey	5/1/2015 annually
G4.B4.S1.MA1	[no content entered]			one-time	
G4.B4.S1.MA1	Use iReady progress monitoring data and reports to check for growth in skills assigned.		iReady reports/diagnostic and progress monitoring data.	one-time	
G5.MA1	The teachers will monitor the students academic growth through the tracking of formative and summative assessments. Administrators will observe teachers tracking student progress during informal and formal observations. Students will track their own progress through student tracking forms.		Increased learning as evidenced through test scores.	once	
G5.B1.S1.MA1	Positive impact on student learning using the student tracking process.		Student data and grade level discussion/conversation.	once	
G5.B1.S1.MA1	Monitor the use of tracking student progress with data from the formative and summative assessments.		Grade level meeting notes with observations with administrators and coaches.	once	
G6.MA1	I-Ready Assessment and F&P Assessment	Stull, Deb	8/22/2014	Results from I-Ready Assessment and F&P Assessment	5/30/2015 quarterly
G6.B1.S1.MA1	I-Ready Assessment and Fountas and Pinnell Assessments	Stull, Deb	8/29/2014	I-Ready results and F&P assessments	5/30/2015 quarterly
G6.B1.S1.MA1	Conferring notes, student data and intervention groups.		Student data.	one-time	
G6.B1.S2.MA1	Units of Study/Guided Reading/Conferring		Student work/data	once	
G6.B1.S2.MA1	Planning sessions		Units of study/common assessments	once	
G7.MA1	Data from writing rubrics	Stull, Deb	8/29/2014	Scored student writing samples	5/29/2015 every-6-weeks
G7.B1.S2.MA1	Looking at student work and progress from one example to the next.	Asciutto-Houck, Andrea	10/6/2014	Student work and classroom observation.	5/29/2015 quarterly
G7.B1.S2.MA1	Classroom observation, discussion and student data.	Asciutto-Houck, Andrea	10/6/2014	Anecdotal notes and student data.	5/29/2015 quarterly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. All students will achieve one year's growth on the iReady Math Diagnostic Assessment when comparing May 2015 results to September 2014 results.

G1.B1 Instructional Time

G1.B1.S1 Provide opportunities for students to work on the i-Ready instructional web-based program to increase time on task.

PD Opportunity 1

Provide teachers with strategies and training on math instruction.

Facilitator

Steve Layson - District Math Coordinator

Participants

K-5 Instructional Staff

Schedule

G2. Increase percentage of students scoring a level 4 or 5 to 39%.

G2.B1 Ready made materials.

G2.B1.S1 Provide professional development in STEM type instruction that lends to project based or inquiry based learning. Using the CPalms MEA's for instructional enrichment.

PD Opportunity 1

Teachers will provide extension activities to students from the CPalms resource for academic enrichment.

Facilitator

Valerie Gaynor

Participants

Instructional Staff

Schedule

Monthly, from 10/1/2014 to 5/29/2015

G3. Increase the percentage of students scoring at the proficiency level on the 2015 FCAT Science to 65%

G3.B2 Professional Development

G3.B2.S1 Train teachers to incorporate STEM and inquiry based activities into the science curriculum.

PD Opportunity 1

Provide teacher resources and instructional support to incorporate STEM activities into their lesson planning.

Facilitator

James Francke - SWE STEM Lab Instructor

Participants

All Instructional staff

Schedule

Monthly, from 9/22/2014 to 5/1/2015

G4. All students will achieve one year's growth on the iReady Reading Diagnostic Assessments when comparing September 2014 and May 2015.

G4.B1 Sufficient leveled text for classroom libraries.

G4.B1.S1 Gradually add to teacher classroom libraries using funds, book drives, and other fund raising activities

PD Opportunity 1

Purchase /fund raise leveled text for classroom libraries.

Facilitator

Jan Elliott and Andrea Ascitutto-Houck

Participants

Work with K-5 teachers to implement independent reading time with conferring - a teaching method that improves student growth.

Schedule

Semiannually, from 8/27/2014 to 5/30/2015

G4.B4 time and computers available for instructional iReady component available to all students

G4.B4.S1 Provide instructional time for students to access instructional component of iReady for skill practice and intervention.

PD Opportunity 1

Providing instructional time for students to work on instructional piece of iReady.

Facilitator

Literacy Coaches-SWE staff

Participants

Instructional Staff

Schedule

Weekly, from 10/1/2014 to 4/1/2015

G5. Increase each AMO subgroups' proficiency level by a minimum of 10%

G5.B1 Resources for intervention, especially for grades 3-5.

G5.B1.S1 Purchase additional intervention materials and provide training and support for teachers to implement intervention

PD Opportunity 1

Literacy coaches and aspiring leaders to brainstorm and research effective practices and materials available to be used for intervention

Facilitator

Literacy Coaches

Participants

Classroom teachers

Schedule

Every 6 Weeks, from 9/8/2014 to 5/30/2015

G6. Increase the percentage of students scoring at levels 4 and 5 to a minimum of 40% in grades 3-5.

G6.B1 Instructional Staff needs more support in data-driven differentiated instruction, through one on one lessons and small group lessons. Instruction staff needs training on how to analyze data and to plan structured lessons tailored to student need within the classroom setting.

G6.B1.S1 Strategy: Provide professional development: Literacy coaches, Enid Martinez, and Emily DeLiddo. Provide opportunity for a book study for all instructional staff: Growing Readers (k-2) and Conferring with Readers (3-5).

PD Opportunity 1

Data from I-Ready, student work samples

Facilitator

Literacy Coaches

Participants

Classroom teachers

Schedule

Biweekly, from 8/18/2014 to 5/30/2015

G6.B1.S2 Provide time for team planning. Teachers will be working in Professional Learning Communities throughout the year to analyze data, explore the latest research about reading and writing instruction, plan lessons, and to use common assessments around genres of reading and writing.

PD Opportunity 1

Benchmarks, lesson plans and Running Record information and progress.

Facilitator

Literacy Coaches, Administration and LLT team.

Participants

Classroom teachers and Paraprofessionals.

Schedule

G7. 65% of fourth and fifth grade students will write at the proficiency level on the FSA.

G7.B1 Time for fitting in a 45 minute block of writing in the daily schedule and training for teachers

G7.B1.S2 Provide professional development on the units of study for writing.

PD Opportunity 1

Provide on-going professional development using the Lucy Caulkins.

Facilitator

Andrea Ascuitto-Houck

Participants

Classroom teachers

Schedule

Quarterly, from 9/15/2014 to 6/1/2015

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Goal 1: All students will achieve one year's growth on the iReady Math Diagnostic Assessment when comparing May 2015 results to September 2014 results.	0
Goal 2: Increase percentage of students scoring a level 4 or 5 to 39%.	0
Goal 4: All students will achieve one year's growth on the iReady Reading Diagnostic Assessments when comparing September 2014 and May 2015.	10,000
Goal 5: Increase each AMO subgroups' proficiency level by a minimum of 10%	0
Goal 6: Increase the percentage of students scoring at levels 4 and 5 to a minimum of 40% in grades 3-5.	0
Goal 7: 65% of fourth and fifth grade students will write at the proficiency level on the FSA.	0
Grand Total	10,000

Goal 1: All students will achieve one year's growth on the iReady Math Diagnostic Assessment when comparing May 2015 results to September 2014 results.

Description	Source	Total
B1.S1.A1 - 0.00	Other	0
B1.S1.A2 - 0.00	Other	0
Total Goal 1		0

Goal 2: Increase percentage of students scoring a level 4 or 5 to 39%.

Description	Source	Total
B1.S1.A1 - 0.00	Other	0
Total Goal 2		0

Goal 4: All students will achieve one year's growth on the iReady Reading Diagnostic Assessments when comparing September 2014 and May 2015.

Description	Source	Total
B4.S1.A1 - District Title 1 Funds	Title I Part A	10,000
Total Goal 4		10,000

Goal 5: Increase each AMO subgroups' proficiency level by a minimum of 10%

Description	Source	Total
B1.S1.A1 - SWE Staff		0
Total Goal 5		0

Goal 6: Increase the percentage of students scoring at levels 4 and 5 to a minimum of 40% in grades 3-5.

Description	Source	Total
B1.S1.A1 - Professional Development by school staff.		0
Total Goal 6		0

Goal 7: 65% of fourth and fifth grade students will write at the proficiency level on the FSA.

Description	Source	Total
B1.S2.A1 - Professional Development by SWE staff using Units of Study purchased over the summer.		0
Total Goal 7		0