

Summers Elementary School



2014-15 School Improvement Plan

Summers Elementary School

1388 SW MCFARLANE AVE, Lake City, FL 32025

<http://www.columbia.k12.fl.us/summers/index.html>

School Demographics

School Type

Elementary

Title I

Yes

Free/Reduced Price Lunch

74%

Alternative/ESE Center

No

Charter School

No

Minority

47%

School Grades History

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

School Board Approval

This plan was approved by the Columbia County School Board on 11/18/2014.

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Summers Elementary strives to be a school where children are challenged to reach beyond today.

Provide the school's vision statement

Summers Elementary strives to create a safe environment that allows students from culturally diverse backgrounds the opportunity to gain a love of learning and become productive educated citizens.

School Environment

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

After school events such as Family Reading Nights, Open House, parent/teacher conferences, Meet the Teacher, grade level Parent Nights, Space Night provide opportunities for students, parents, and teachers to build relationships outside of the classroom. Homes are notified about events through pamphlets and flyers as well as call outs on the School Messenger system. Opportunities are provided for students to interact with outside groups and organizations such as the student council visits a local nursing home and day care for community service activities. ESOL and ELL services are provided to 26 students identified under the home language survey.

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

This year Summers Elementary implemented the CHAMPS program to instill a cohesive discipline plan school wide. The CHAMPS programs provides expectations for student behavior throughout the school. The program includes a reward system whereby students are given "stripes" for modeling CHAMPS behaviors.

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

During the 2014-2015 school year Summers Elementary implemented the CHAMPS program to instill a cohesive discipline plan school wide. The CHAMPS program provides expectations for student behavior throughout the school and every aspect of their daily routine. The program includes a reward system whereby students are given "stripes" for modeling CHAMPS behaviors correctly. Teachers were trained on the CHAMPS program prior to the start of the school year. A trainer from the CHAMPS program continues to visit the school site to monitor the implementation of the program and to provide feedback on adherence to the program.

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

Referrals are made to Project Catch for the counseling needs of students and parents. A counselor from Meridian, a local agency, is onsite two days a week to meet with students and parents. A counselor from the University of Florida meets with students with IEPs on a weekly basis. The on-site guidance counselor meets with students and parents on a regular basis and makes referrals to

outside agencies. Character education materials are available to teachers to implement in the classroom. Additionally, the monthly newsletter contains information about character education also. The school site adheres to the district's zero tolerance policy in regards to bullying. Videos and pamphlets are available from the guidance office for anti-bullying information.

Early Warning Systems

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

Describe the school's early warning system and provide a list of the early warning indicators used in the system

The purpose of MTSS in our school is to ensure high quality instruction/intervention matched to student needs and using performance level and learning rate over time to make data-based decisions to guide instruction. The MTSS process reviews school-wide data to address the progress of low-performing students and determine the enrichment and acceleration needs of high performing students. The major goal is for all students to achieve adequate yearly progress and improve other long-term outcomes (behavior, attendance, etc.). The team uses the Problem Solving Model and all decisions are guided by the review and analysis of student data.

Core Support - Small group, one-on-one, whole group instruction.

Tier 2 - Differentiated instruction with interventions two to three times per week.

Tier 3 - Differentiated instruction with interventions three to five times per week.

After Tier 3, students are screened and referred for the IEP process with possible placement into the ESE program.

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	27	12	5	13	4	7	68
One or more suspensions	7	4	2	9	3	12	37
Course failure in ELA or Math	18	14	4	9	1	7	53
Level 1 on statewide assessment	0	0	0	19	18	12	49

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

Indicator	Grade Level					Total
	K	1	3	4	5	
Students exhibiting two or more indicators	8	1	6	2	5	22

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

The purpose of MTSS in our school is to ensure high quality instruction/intervention matched to student needs and using performance level and learning rate over time to make data-based decisions to guide instruction. The MTSS process reviews school-wide data to address the progress of low-performing students and determine the enrichment and acceleration needs of high performing students. The major goal is for all students to achieve adequate yearly progress and improve other long-term outcomes (behavior, attendance, etc.). The team uses the Problem Solving Model and all decisions are guided by the review and analysis of student data.

Core Support - Small group, one-on-one, whole group instruction.
Tier 2 - Differentiated instruction with interventions two to three times per week.
Tier 3 - Differentiated instruction with interventions three to five times per week.
This year CHAMPS was implemented to instill a cohesive discipline plan school wide. The CHAMPS programs provides expectations for student behavior throughout the school.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/48811>.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The school works with various businesses to provide support for student achievement. First Federal Savings Bank provides reading incentives for students through "Keith Cash." Local businesses have contributed financial support to the robotics team. Local restaurants provide gift certificates to students for various academic achievements. Students visit a local nursing home to interact with residents through special activities. Students visit a local daycare to read with students.

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
Stanton, Amy	Principal
Cooper, Robert	Assistant Principal
Evans, Kevin	Other
Robinson, Lori	Instructional Coach
Couey, Kelly	Guidance Counselor

Duties

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

The school based leadership team serves on the MTSS Problem Solving Team. The School Improvement Plan is the working document that guides the work of the MTSS Problem Solving Team. Each member of the MTSS Problem Solving Team plays a role in:

1. Reviewing and analyzing screening and collateral data.
2. Developing and testing hypothesis about why student/school problems are occurring (changeable barriers).
3. Developing and targeting interventions based on confirmed hypotheses.
4. Establishing methods to track student progress with appropriate progress monitoring assessments at intervals matched to the intensity of the interventions and /or enrichment.
5. Developing progress monitoring goals to determine when students(s) need more or less support (frequency,duration, intensity) to meet established class, grade, and/or school goals. (e.g. use of data based decisions to fade, maintain, modify, or intensify interventions and/or enrichment).
6. Reviewing goal statements to ensure they are ambitious, time-bound and meaningful.
7. Assessing the fidelity of instruction/intervention implementation and other MTSS processes.

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 purpose of MTSS in our school is to ensure high quality instruction/intervention matched to student needs and using performance level and learning rate over time to make data-based decisions to guide instruction. The MTSS process reviews school-wide data to address the progress of low-performing students and determine the enrichment and acceleration needs of high performing students. The major goal is for all students to achieve adequate yearly progress and improve other long-term outcomes (behavior, attendance, etc.). The team uses the Problem Solving Model and ALL decisions are guided by the review and analysis of student data. At this time we do not have migrant children. If and when they come, they will be identified under the MTSS system and receive appropriate services.

Title I funds will be used to enhance classroom instruction as well as purchase CHAMPS materials, hardware, software, and other resources. The funds will also be used for Parent Involvement activities to increase parent participation in the educational process and for additional materials for the Parent Resource Checkout room.

Our Title II funds are disseminated from the Administrative Complex. Applications must be submitted for use of these funds.

Title I funds have been allocated for personnel to be hired for classroom tutoring.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Lori Robinson	Teacher
Kevin Evans	Teacher
Melinda Nickelson	Teacher
Jamaul Thomas	Teacher
Frank Moore	Parent
Dana Huggins	Parent
Michele Green	Parent
Laurie Layton	Parent
Eugenia Powell	Parent
Vanessa Rende	Parent
Lizbeth Ruiz-Torres	Parent
Shane Ward	Parent
Diane Winkleman	Parent
Jessica Langley	Parent
Monica Marshall	Parent
Erikalyn Mathews	Parent
Demieko Morris	Parent

Duties

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

Evaluation of last year's school improvement plan

Our School Advisory Council reviewed data from the 2011-2014 with emphasis on 2014. The goals of focusing on economically disadvantaged students showed a growth in our lowest quartile in both Reading and Math. We also discussed the barrier of discipline which often interrupts learning. The Ruby Payne series on economic differences and a new PBSS program, CHAMPS, will help alleviate discipline issues. Discussion included the decrease in writing scores and learning gains throughout the school.

Development of this school improvement plan

The School Advisory Council reviewed the data from the 2014 FCAT. Discussion of last year's target, the actual percent scored and then this year's target was reviewed. Mrs. Stanton discussed the many strategies that have been implemented this year. Reflection of the data revealed that writing within content areas would be a focus, in addition, growth among all students in Math and ELA in correlation with the new set of standards would be addressed.

Preparation of the school's annual budget and plan

Dispersement of available funds, \$5 per FTE, was discussed. Further discussion and decisions about plans for allocations will be made in the future.

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

No funds were allocated last year for the School Advisory Council to disperse. This year the School Advisory Council has not determined the use of the school improvement funds. In the past we have used these funds for materials for enhancing classroom instruction and technology by purchasing hardware and software.

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
Stanton, Amy	Principal
Robinson, Lori	Instructional Coach
Cooper, Robert	Assistant Principal
Evans, Kevin	Other
Swisher, Dianna	Instructional Media

Duties

Describe how the LLT promotes literacy within the school

The Leadership team will focus on rigorous instruction in every classroom. Teachers will understand what rigorous instruction looks like and successfully implement rigorous lessons so that students are actively and meaningfully engaged. The literacy team will help teachers implement writing in every classroom, every day, in every subject area.

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

Summers Elementary has weekly PLCs to include all teachers. PLCs provide data driven collaboration with meetings being held weekly during planning and in the afternoon common planning. Teachers also meet weekly to develop a grade level lesson plan using a school-wide adopted template. Teachers meet in vertical alignment in subject matter (i.e. math leads from each team meet with Mrs. Stanton to discuss vertical alignment of standards and mathematical needs of students). Collaboration among teachers is exhibited through grade and subject specific professional development.

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

Interns from St. Leo University will continue to be a part of our school fabric. Summers will utilize the mentoring program to retain newly hired teachers. The leadership team will be responsible for working with new teachers.

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

Each beginning teacher is assigned a mentor. The mentor and mentee meet weekly to discuss lesson plan instruction and data. The mentee is given release time to observe in other classrooms. The mentor is also released to observe the mentee and provide feedback. The school will follow the district wide protocol provided through NEFEC.

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

The school ensures the core instructional programs are aligned with the Florida standards by having teachers teach to the standards. The curriculum that was chosen, ENY, best helps our teachers cover each standard with rigor and depth. We supplement core instructional program to meet the rigorous demands of the Florida Standards.

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

The school uses summative data to place tutors to assist with remediation, additionally, paraprofessionals are placed in classes for additional support and differentiation. For example, specialized instruction for 4th and 5th graders targets level 1 and 2 students. Paraprofessionals pull students in small groups and one-on-one to meet individual needs.

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: Summer Program

Minutes added to school year: 7,200

Title 1 enrichment camp is offered in the summer to include both core academic instruction and enrichment. This is a 6 week camp targeting lower performing students.

Strategy Rationale

The academic gap caused by students not attending school regularly during the summer will be minimized.

Strategy Purpose(s)

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

Person(s) responsible for monitoring implementation of the strategy

Stanton, Amy, stantona@columbiak12.com

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

STAR data will be utilized before, during and after summer enrichment camp.

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

Students from the VPK program will be administered the FLKRS when they enroll in Kindergarten. These results will be shared with the VPK teacher so instructional adjustments can be made. These students will also have a Kindergarten readiness screening to determine how prepared they are for elementary school. A Kindergarten orientation will be held in April where parents will be given information about Kindergarten expectations and tips on ways to help prepare their child for Kindergarten. Teachers will also participate in ongoing professional development to create and develop strategies to work with diverse learners in the student population.

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 students will increase their reading proficiency on the Spring Florida Assessments from a FCAT score of 51% to a Florida Assessment score of 73%.
- G2.** The students will increase their mathematical proficiency on the Florida Assessments from a FCAT score of 56% to a Florida Assessment score of 75%.
- G3.** The students will increase their science proficiency on the Florida Assessments from a FCAT score of 60% to a Florida Assessment score of 65%.

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 students will increase their reading proficiency on the Spring Florida Assessments from a FCAT score of 51% to a Florida Assessment score of 73%. **1a**

G044993

Targets Supported **1b**

Indicator	Annual Target
AMO Reading - All Students	73.0

Resources Available to Support the Goal **2**

- PLC Collaboration, Formative Assessments, DA training, MTSS, Intensive Interventions, Title 1 Funds, PTO, Community Outreach, Paraprofessionals, Technology including FOCUS, Achieves, CPALMS, Engage NY ELA, Study Island, STAR Reading and Accelerated Reading, Read Works, Scoot Pad.

Targeted Barriers to Achieving the Goal **3**

- Lack of understanding of the LAFS and new Florida Assessment with more rigorous text and writing using text based evidence.

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

Data will be collected on learning gains from common formative assessments, Performance Matters, Florida Assessment, and STAR that assess the new standards, LAFS. Classroom observations to include the Copeland Observation Tool will demonstrate successful implementation of these standards in the classroom. A classroom demonstrating effective implementation will show differentiation for all students and will include but not limited to cooperative learning, and engagement as well as meeting the rigor and cognitive complexity for each of the state standards, LAFS. This will result in students learning and increasing achievement.

Poor implementation will be demonstrated by lack of motivation and engagement by some or all students and the rigor and cognitive complexity will not be met for the standards. Poor implementation will result in some or all students not meeting expectations and not have learning gains. Support will be given in the classroom by instructional coach, and administrators as well as collaboration in PLC.

Person Responsible

Amy Stanton

Schedule

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

Evidence of Completion

Performance Matters data from common formative assessments, Performance Matters and STAR data from Interim assessments, Florida Assessments and STAR data as Summative assessments.

G2. The students will increase their mathematical proficiency on the Florida Assessments from a FCAT score of 56% to a Florida Assessment score of 75%. 1a

G044994

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	75.0

Resources Available to Support the Goal 2

- PLC Collaboration
- Formative Assessment : MFAS
- DA
- MTSS
- Intensive Interventions
- Title 1 Funds
- PTO
- Community Outreach
- Paraprofessionals
- Technology to include FOCUS, Achieves, CPALMS, , Acelerated Math, Scoop Pad, Study Island

Targeted Barriers to Achieving the Goal 3

- Lack of understanding of the MAFS and new Florida Assessment which include more rigorous standards and mathematical practices

Plan to Monitor Progress Toward G2. 8

The data that will be collected will be learning gains on common formative assessments, Performance Matters, Florida Assessment, and STAR that assess the new standards, MAFS. Classroom Observations to include Copeland Observation Tool will demonstrate successful implementation of these standards in the classroom. A classroom demonstrating effective implementation will show differentiation for all students and will include but not limited to cooperative learning, and engagement as well as meeting the rigor and cognitive complexity for each of the state standards, MAFS. This will result in students learning and increasing achievement.

Poor implementation will be demonstrated by lack of motivation and engagement by some or all students and the rigor and cognitive complexity will not be met for the standards. Poor implementation will result in some or all students not meeting expectations and not have learning gains. Support will be given in the classroom by instructional coach, and administrators as well as collaboration in PLC.

Person Responsible

Amy Stanton

Schedule

Weekly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Performance Matters data from common formative assessments, Performance Matters and STAR data from Interim assessments, Florida Assessments and STAR data as Summative assessments.

G3. The students will increase their science proficiency on the Florida Assessments from a FCAT score of 60% to a Florida Assessment score of 65%. 1a

G050962

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	65.0

Resources Available to Support the Goal 2

- Consumables from Fusion; CPalms

Targeted Barriers to Achieving the Goal 3

- The lack of rigorous digital curriculum resources available to teach science in grades 3-5.

Plan to Monitor Progress Toward G3. 8

Qualitative data will be collected from Professional Learning Communities and classroom observation to demonstrate differentiated learning as an outcome of collaborative discussion in the PLC which will result in successful implementation. Evidence of quantitative data will demonstrate effectiveness. Poor implementation produces some differentiation in the classroom, but does not meet the learning needs of all students. Failure to implement will result in additional support through collaboration in PLC's including facilitation by an administrator and the instructional coach. Evidence of quantitative data will demonstrate ineffectiveness.

Person Responsible

Amy Stanton

Schedule

Monthly, from 10/31/2014 to 5/29/2015

Evidence of Completion

Performance Matters data from common formative assessments, Performance Matters and STAR data from Interim assessments, Florida Assessment and STAR data as Summative assessments.

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 students will increase their reading proficiency on the Spring Florida Assessments from a FCAT score of 51% to a Florida Assessment score of 73%. **1**

 G044993

G1.B1 Lack of understanding of the LAFS and new Florida Assessment with more rigorous text and writing using text based evidence. **2**

 B110928

G1.B1.S1 Professional Development to include unpacking the standards into what students need to know and be able to do weekly as they teach the LAFS. **4**

 S122374

Strategy Rationale

Action Step 1 **5**

Professional development will enable the teachers to unpack the LAFS. Teachers will use a lesson plan template to incorporate the standards being taught and must identify what students will be able to know and do each week. This is a continuous work in progress. Time in April and May will be devoted to "digging" deeper into high impact strategies to give optimal instructions to teach standards.

Person Responsible

Amy Stanton

Schedule

Weekly, from 8/11/2014 to 5/29/2015

Evidence of Completion

Each week lesson plans are sent electronically to Amy Stanton and Robert Cooper.

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

The principal and assistant principal will analyze weekly lesson plans and classroom instruction to monitor fidelity of the implementation of the new standards, LAFS.

Person Responsible

Amy Stanton

Schedule

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

Evidence of Completion

The evidence that will be collected and used are weekly lesson plans and classroom observation using Copeland evaluation.

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

Qualitative data will be collected from Professional Learning Communities and classroom observation to demonstrate differentiated learning as an outcome of collaborative discussion in the PLC which will result in successful implementation. Evidence of quantitative data will demonstrate effectiveness.

Poor implementation produces some differentiation in the classroom, but does not meet the learning needs of all students. Failure to implement will result in additional support through collaboration in PLC's including facilitation by an administrator and the instructional coach. Evidence of quantitative data will demonstrate ineffectiveness.

Person Responsible

Amy Stanton

Schedule

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

Evidence of Completion

Performance Matters data from common formative assessments, Performance Matters and STAR data from Interim assessments, Florida Assessment and STAR data as Summative assessments.

G1.B1.S2 Using EngageNY, a new curriculum to include rigorous complex text, daily writing, and researched based effective instructional practices. 4

S122375

Strategy Rationale

Action Step 1 5

Teachers K-5 will teach LAFS using Engage NY curriculum that integrates reading and writing using complex rigorous text and writing with evidence daily. The curriculum supports high yield research based strategies as identified in Advancing Schools: Insights from Exemplary Leaders, a district initiative.

Person Responsible

Amy Stanton

Schedule

On 5/29/2015

Evidence of Completion

The use of the lesson plan template of Advancing Schools to include the strategies and standards in Engage NY to teach the LAFS. Classroom walk-through using Copeland Observation Tool will be evidence of implementation.

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

Monitoring the implication will include analysis of lesson plans and collaborative discussion as implementation occurs in professional learning communities discussing the strategies and successes. Evidence of learning and implementing strategies will be observed in the classroom through administrative walk-throughs.

Person Responsible

Amy Stanton

Schedule

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

Evidence of Completion

Evidence is in the lesson plans as well as administrative observations

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

Qualitative data will be collected from Professional Learning Communities and classroom observation to demonstrate differentiated learning as an outcome of collaborative discussion in the PLC which will result in successful implementation. Evidence of quantitative data will demonstrate effectiveness.

Poor implementation produces some differentiation in the classroom, but does not meet the learning needs of all students. Failure to implement will result in additional support through collaboration in PLC's including facilitation by an administrator and the instructional coach. Evidence of quantitative data will demonstrate ineffectiveness.

Person Responsible

Amy Stanton

Schedule

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

Evidence of Completion

Result of Performance Matters, Florida Assessment, STAR, Common Formative Assessments.

G1.B1.S3 Multiple writing professional development to include an analysis of student work using new LAFS as well as the writing rubric. 4

 S122376

Strategy Rationale

Action Step 1 5

Writing professional development that involves using new writing standards, new writing rubrics, student work, with in depth analysis of writing needs, and action plan will be developed.

Person Responsible

Robert Cooper

Schedule

Semiannually, from 10/21/2014 to 3/6/2015

Evidence of Completion

Teachers will collect and score writing papers using new standards, Robert Cooper will lead a professional development that will include anylisis of papers, needs matrix, and a plan for further professional development as well as classroom resources and best practices.

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

Teachers will meet in PLC weekly to discuss implementation, differentiation, and adaptations made to writing instruction. They will be required to use the action plan created October 21st to create individual and classroom lesson in writing.

Person Responsible

Robert Cooper

Schedule

Biweekly, from 10/22/2014 to 3/6/2015

Evidence of Completion

Evidence will be gathered from bi-weekly agendas based on student work which coincides with the established action plan.

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

Qualitative data will be collected from Professional Learning Communities and classroom observation to demonstrate differentiated learning as an outcome of collaborative discussion in the PLC which will result in successful implementation. Evidence of quantitative data will demonstrate effectiveness.

Poor implementation produces some differentiation in the classroom, but does not meet the learning needs of all students. Failure to implement will result in additional support through collaboration in PLC's including facilitation by an administrator and the instructional coach. Evidence of quantitative data will demonstrate ineffectiveness.

Person Responsible

Robert Cooper

Schedule

Biweekly, from 10/21/2014 to 3/6/2015

Evidence of Completion

Documentation of growth from student samples of written work will be charted and graphed.

G1.B1.S4 Continuous Data Chats to include administration, teachers, parents, and students. 4

S122377

Strategy Rationale

Action Step 1 5

Professional Learning Communities by grade level will utilize data in the form of data chats to guide their instruction. This process will include an understanding of data-driven standards-based instruction (what to teach), researched best instructional practice (how to teach), common formative assessment (students' understanding), and responding to students who need remediation, and enriching instruction for students that have already met learning goals. These data chats will occur both weekly and semi-annually. Teachers will help students create their own data charts or graphs to take ownership of student data. Teachers will also have a parent data meeting to discuss their child's individual data.

Person Responsible

Amy Stanton

Schedule

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

Evidence of Completion

Evidence of data chats will consists of data notebooks, data driven instruction (differentiating instruction as a result of data chats), evidence of data in the classroom, students understanding thier own data, and scheduled data chats with parents.

Plan to Monitor Fidelity of Implementation of G1.B1.S4 6

Professional Learning Communities by grade level will utilize data in the form of data chats to guide their instruction. This process will include an understanding of data-driven standards-based instruction (what to teach), researched best instructional practice (how to teach), common formative assessment (students' understanding), and responding to students who need remediation, and enriching instruction for students that have already met learning goals. A weekly template for teachers to discuss both formative and interim assessment is documented.

Person Responsible

Amy Stanton

Schedule

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

Evidence of Completion

Agenda for PLC, data notebooks, student friendly data charts or graphs, evidence of parent data chats

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 7

Qualitative data will be collected from Professional Learning Communities and classroom observation to demonstrate differentiated learning as an outcome of collaborative discussion in the PLC as a result of successful implementation. Evidence of quantitative data will demonstrate effectiveness.

Poor implementation produces some differentiation in the classroom, but does not meet the learning needs of all students. This will result in additional support through collaboration in PLC to include facilitation by an administrator and instructional coach in the PLCs. Evidence of quantitative data will demonstrate ineffectiveness.

Person Responsible

Amy Stanton

Schedule

Weekly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Performance Matters data from common formative assessments, Performance Matters and STAR data from Interim assessments, Florida Assessment and STAR data as Summative assessments.

G2. The students will increase their mathematical proficiency on the Florida Assessments from a FCAT score of 56% to a Florida Assessment score of 75%. 1

G044994

G2.B1 Lack of understanding of the MAFS and new Florida Assessment which include more rigorous standards and mathematical practices 2

B110932

G2.B1.S1 Professional Development to include unpacking the standards into what students need to know and be able to do weekly as they teach the MAFS. 4

S122378

Strategy Rationale

Action Step 1 5

We will had professional development to enable the teachers to unpack the MAFS. Teachers use lesson plan template to incorporate the standards being taught and must identify what students will be able to know and do each week. This is a continually work in progress.

Person Responsible

Amy Stanton

Schedule

Weekly, from 8/11/2014 to 5/29/2015

Evidence of Completion

Each week lesson plans are sent electronically to Amy Stanton and Robert Cooper.

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

Amy Stanton and Robert Cooper will analyze weekly lesson plans and classroom instruction to monitor fidelity of implementation the new standards, LAFS.

Person Responsible

Amy Stanton

Schedule

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

Evidence of Completion

The evidence that will be collected and used are weekly lesson plans and classroom observation using Copeland evaluation.

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

Qualitative data will be collected from Professional Learning Communities and classroom observation to demonstrate differentiated learning as an outcome of collaborative discussion in the PLC which will result in successful implementation. Evidence of quantitative data will demonstrate effectiveness.

Poor implementation produces some differentiation in the classroom, but does not meet the learning needs of all students. Failure to implement will result in additional support through collaboration in PLC's including facilitation by an administrator and the instructional coach. Evidence of quantitative data will demonstrate ineffectiveness.

Person Responsible

Amy Stanton

Schedule

Weekly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Performance Matters data from common formative assessments, Performance Matters and STAR data from Interim assessments, Florida Assessment and STAR data as Summative assessments.

G2.B1.S2 Using EngageNY, a new curriculum to include rigorous Florida Standards to include mathematical practices, as well as researched based effective instructional practices. 4

 S122379

Strategy Rationale

Action Step 1 5

Teachers K-5 will teach MAFS using Engage NY curriculum that integrates mathematical practices and mathematical standards rigorous critical thinking daily. The curriculum supports high yield research based strategies as identified in Advancing Schools: Insights from Exemplary Leaders, a district initiative.

Person Responsible

Amy Stanton

Schedule

Daily, from 8/25/2014 to 5/29/2015

Evidence of Completion

The use of the lesson plan template of Advancing Schools to include the strategies and standards in Engage NY to teach the LAFS. Classroom walk-through using Copeland Observation Tool will be evidence of implementation.

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Monitoring the implication will include analysis of lesson plans and collaborative discussion as implementation occurs in professional learning communities discussing the strategies and successes. Evidence of learning and implementing strategies will be observed in the classroom through administrative walk-through.

Person Responsible

Amy Stanton

Schedule

Weekly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Evidence is in the lesson plans as well as administrative observations

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Qualitative data will be collected from Professional Learning Communities and classroom observation to demonstrate differentiated learning as an outcome of collaborative discussion in the PLC which will result in successful implementation. Evidence of quantitative data will demonstrate effectiveness.

Poor implementation produces some differentiation in the classroom, but does not meet the learning needs of all students. Failure to implement will result in additional support through collaboration in PLC's including facilitation by an administrator and the instructional coach. Evidence of quantitative data will demonstrate ineffectiveness.

Person Responsible

Amy Stanton

Schedule

Weekly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Result of Performance Matters, Florida Assessment, STAR, Common Formative Assessments.

G2.B1.S3 The use of Formative Assessment: MFAS, Math Formative Assessment System from CPALMS 4

 S122380

Strategy Rationale

Action Step 1 5

Teachers will use the MFAS System from CPALMS to formative assess and guide instruction each week. They will have a formal training as well.

Person Responsible

Lori Robinson

Schedule

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

Evidence of Completion

Each week teachers will have a data chart based off the current formative assessment that will be discussed at weekly PLC. They will a professional development points upon completion of the MFAS training.

Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

Amy Stanton, Robert Cooper, and Lori Robinson will analyze weekly lesson plans and classroom instruction to monitor fidelity of implementation the MFAS in the classroom.

Person Responsible

Lori Robinson

Schedule

Weekly, from 11/5/2014 to 5/15/2015

Evidence of Completion

The evidence that will be collected and used are weekly lesson plans and classroom observation as well as follow-up from professional development.

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7

Qualitative data will be collected from Professional Learning Communities and classroom observation to demonstrate differentiated learning as an outcome of collaborative discussion in the PLC which will result in successful implementation. Evidence of quantitative data will demonstrate effectiveness.

Poor implementation produces some differentiation in the classroom, but does not meet the learning needs of all students. Failure to implement will result in additional support through collaboration in PLC's including facilitation by an administrator and the instructional coach. Evidence of quantitative data will demonstrate ineffectiveness.

Person Responsible

Lori Robinson

Schedule

Weekly, from 9/22/2014 to 5/15/2015

Evidence of Completion

Performance Matters data from common formative assessments, Performance Matters and STAR data from Interim assessments, Florida Assessment and STAR data as Summative assessments.

G2.B1.S4 Continuous Data Chats to include administration, teachers, parents, and students. 4

 S122381

Strategy Rationale

Action Step 1 5

Professional Learning Communities by grade level will utilize data in the form of data chats to guide their instruction. This process will include an understanding of data-driven standards-based instruction (what to teach), researched best instructional practice (how to teach), common formative assessment (students' understanding), and responding to students who need remediation, and enriching instruction for students that have already met learning goals. These data chats will occur both weekly and semi-annually. Teachers will help students create their own data charts or graphs to take ownership of student data. Teachers will also have a parent data meeting to discuss their child's individual data.

Person Responsible

Amy Stanton

Schedule

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

Evidence of Completion

Evidence of data chats will consists of data notebooks, data driven instruction (differentiating instruction as a result of data chats), evidence of data in the classroom, students understanding thier own data, and scheduled data chats with parents.

Plan to Monitor Fidelity of Implementation of G2.B1.S4 6

Professional Learning Communities by grade level will utilize data in the form of data chats to guide their instruction. This process will include an understanding of data-driven standards-based instruction (what to teach), researched best instructional practice (how to teach), common formative assessment (students' understanding), and responding to students who need remediation, and enriching instruction for students that have already met learning goals. A weekly template for teachers to discuss both formative and interim assessment is documented.

Person Responsible

Amy Stanton

Schedule

Weekly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Agenda for PLC, data notebooks, student friendly data charts or graphs, evidence of parent data chats

Plan to Monitor Effectiveness of Implementation of G2.B1.S4 7

Qualitative data will be collected from Professional Learning Communities and classroom observation to demonstrate differentiated learning as an outcome of collaborative discussion in the PLC which will result in successful implementation. Evidence of quantitative data will demonstrate effectiveness.

Poor implementation produces some differentiation in the classroom, but does not meet the learning needs of all students. Failure to implement will result in additional support through collaboration in PLC's including facilitation by an administrator and the instructional coach. Evidence of quantitative data will demonstrate ineffectiveness.

Person Responsible

Schedule

Weekly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Performance Matters data from common formative assessments, Performance Matters and STAR data from Interim assessments, Florida Assessment and STAR data as Summative assessments.

G3. The students will increase their science proficiency on the Florida Assessments from a FCAT score of 60% to a Florida Assessment score of 65%. 1

G050962

G3.B1 The lack of rigorous digital curriculum resources available to teach science in grades 3-5. 2

B127933

G3.B1.S1 Teachers will integrate rigorous science texts through digital media in their classrooms. 4

S141247

Strategy Rationale

Action Step 1 5

Find resources that are evidence-based, rigorous digital science materials.

Person Responsible

Kevin Evans

Schedule

On 5/29/2015

Evidence of Completion

Introducing materials to model in the classrooms.

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

Present programs that will increase rigor with digital science materials.

Person Responsible

Kevin Evans

Schedule

On 7/31/2015

Evidence of Completion

Evidence will be based off of research and student data using model programs.

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

As each digital science curriculum is being modeled, data will be collected and analyzed.

Person Responsible

Kevin Evans

Schedule

Monthly, from 10/31/2014 to 5/29/2015

Evidence of Completion

The evidence will be from formative assessments, Performance Matters in grades 3-5, and Science FCAT 2.0.

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 will enable the teachers to unpack the LAFS. Teachers will use a lesson plan template to incorporate the standards being taught and must identify what students will be able to know and do each week. This is a continuous work in progress. Time in April and May will be devoted to "digging" deeper into high impact strategies to give optimal instructions to teach standards.	Stanton, Amy	8/11/2014	Each week lesson plans are sent electronically to Amy Stanton and Robert Cooper.	5/29/2015 weekly
G1.B1.S2.A1	Teachers K-5 will teach LAFS using Engage NY curriculum that integrates reading and writing using complex rigorous text and writing with evidence daily. The curriculum supports high yield research based strategies as identified in Advancing Schools: Insights from Exemplary Leaders, a district initiative.	Stanton, Amy	8/18/2014	The use of the lesson plan template of Advancing Schools to include the strategies and standards in Engage NY to teach the LAFS. Classroom walk-through using Copeland Observation Tool will be evidence of implementation.	5/29/2015 one-time
G1.B1.S4.A1	Professional Learning Communities by grade level will utilize data in the form of data chats to guide their instruction. This process will include an understanding of data-driven standards-based instruction (what to teach), researched best instructional practice (how to teach), common formative assessment (students' understanding), and responding to students who need remediation, and enriching instruction for students that have already met learning goals. These data chats will occur both weekly and semi-annually. Teachers will help students create their own data charts or graphs to take ownership of student data. Teachers	Stanton, Amy	8/25/2014	Evidence of data chats will consists of data notebooks, data driven instruction (differentiating instruction as a result of data chats), evidence of data in the classroom, students understanding thier own data, and scheduled data chats with parents.	6/2/2015 weekly

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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
	will also have a parent data meeting to discuss their child's individual data.				
G2.B1.S1.A1	We will had professional development to enable the teachers to unpack the MAFS. Teachers use lesson plan template to incorporate the standards being taught and must identify what students will be able to know and do each week. This is a continually work in progress.	Stanton, Amy	8/11/2014	Each week lesson plans are sent electronically to Amy Stanton and Robert Cooper.	5/29/2015 weekly
G2.B1.S2.A1	Teachers K-5 will teach MAFS using Engage NY curriculum that integrates mathematical practices and mathematical standards rigorous critical thinking daily. The curriculum supports high yield research based strategies as identified in Advancing Schools: Insights from Exemplary Leaders, a district initiative.	Stanton, Amy	8/25/2014	The use of the lesson plan template of Advancing Schools to include the strategies and standards in Engage NY to teach the LAFS. Classroom walk-through using Copeland Observation Tool will be evidence of implementation.	5/29/2015 daily
G2.B1.S4.A1	Professional Learning Communities by grade level will utilize data in the form of data chats to guide their instruction. This process will include an understanding of data-driven standards-based instruction (what to teach), researched best instructional practice (how to teach), common formative assessment (students' understanding), and responding to students who need remediation, and enriching instruction for students that have already met learning goals. These data chats will occur both weekly and semi-annually. Teachers will help students create their own data charts or graphs to take ownership of student data. Teachers will also have a parent data meeting to discuss their child's individual data.	Stanton, Amy	8/25/2014	Evidence of data chats will consists of data notebooks, data driven instruction (differentiating instruction as a result of data chats), evidence of data in the classroom, students understanding thier own data, and scheduled data chats with parents.	6/2/2015 weekly
G1.B1.S3.A1	Writing professional development that involves using new writing standards, new writing rubrics, student work, with in depth analysis of writing needs, and action plan will be developed.	Cooper, Robert	10/21/2014	Teachers will collect and score writing papers using new standards, Robert Cooper will lead a professional development that will include anylisis of papers, needs matrix, and a plan for further professional development as well as classroom resources and best practices.	3/6/2015 semiannually
G2.B1.S3.A1	Teachers will use the MFAS System from CPALMS to formative assess and guide instruction each week. They will have a formal training as well.	Robinson, Lori	9/29/2014	Each week teachers will have a data chart based off the current formative assessment that will be discussed at weekly PLC. They will a professional development points upon completion of the MFAS training.	5/15/2015 weekly
G3.B1.S1.A1	Find resources that are evidence-based, rigorous digital science materials.	Evans, Kevin	10/31/2014	Introducing materials to model in the classrooms.	5/29/2015 one-time
G1.MA1	Data will be collected on learning gains from common formative assessments, Performance Matters, Florida Assessment, and STAR that assess the new standards, LAFS. Classroom observations to include the Copeland Observation Tool will demonstrate successful implementation of these standards in the classroom. A classroom demonstrating effective	Stanton, Amy	8/18/2014	Performance Matters data from common formative assessments, Performance Matters and STAR data from Interim assessments, Florida Assessments and STAR data as Summative assessments.	5/29/2015 weekly

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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
	implementation will show differentiation for all students and will include but not limited to cooperative learning, and engagement as well as meeting the rigor and cognitive complexity for each of the state standards, LAFS. This will result in students learning and increasing achievement. Poor implementation will be demonstrated by lack of motivation and engagement by some or all students and the rigor and cognitive complexity will not be met for the standards. Poor implementation will result in some or all students not meeting expectations and not have learning gains. Support will be given in the classroom by instructional coach, and administrators as well as collaboration in PLC.				
G1.B1.S1.MA1	Qualitative data will be collected from Professional Learning Communities and classroom observation to demonstrate differentiated learning as an outcome of collaborative discussion in the PLC which will result in successful implementation. Evidence of quantitative data will demonstrate effectiveness. Poor implementation produces some differentiation in the classroom, but does not meet the learning needs of all students. Failure to implement will result in additional support through collaboration in PLC's including facilitation by an administrator and the instructional coach. Evidence of quantitative data will demonstrate ineffectiveness.	Stanton, Amy	8/18/2014	Performance Matters data from common formative assessments, Performance Matters and STAR data from Interim assessments, Florida Assessment and STAR data as Summative assessments.	5/29/2015 weekly
G1.B1.S1.MA1	The principal and assistant principal will analyze weekly lesson plans and classroom instruction to monitor fidelity of the implementation of the new standards, LAFS.	Stanton, Amy	8/18/2014	The evidence that will be collected and used are weekly lesson plans and classroom observation using Copeland evaluation.	5/29/2015 weekly
G1.B1.S2.MA1	Qualitative data will be collected from Professional Learning Communities and classroom observation to demonstrate differentiated learning as an outcome of collaborative discussion in the PLC which will result in successful implementation. Evidence of quantitative data will demonstrate effectiveness. Poor implementation produces some differentiation in the classroom, but does not meet the learning needs of all students. Failure to implement will result in additional support through collaboration in PLC's including facilitation by an administrator and the instructional coach. Evidence of quantitative data will demonstrate ineffectiveness.	Stanton, Amy	8/18/2014	Result of Performance Matters, Florida Assessment, STAR, Common Formative Assessments.	5/29/2015 weekly
G1.B1.S2.MA1	Monitoring the implication will include analysis of lesson plans and collaborative discussion as implementation occurs in professional learning communities discussing the strategies and successes. Evidence of	Stanton, Amy	8/18/2014	Evidence is in the lesson plans as well as administrative observations	5/29/2015 weekly

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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
	learning and implementing strategies will be observed in the classroom through administrative walk-throughs.				
G1.B1.S3.MA1	Qualitative data will be collected from Professional Learning Communities and classroom observation to demonstrate differentiated learning as an outcome of collaborative discussion in the PLC which will result in successful implementation. Evidence of quantitative data will demonstrate effectiveness. Poor implementation produces some differentiation in the classroom, but does not meet the learning needs of all students. Failure to implement will result in additional support through collaboration in PLC's including facilitation by an administrator and the instructional coach. Evidence of quantitative data will demonstrate ineffectiveness.	Cooper, Robert	10/21/2014	Documentation of growth from student samples of written work will be charted and graphed.	3/6/2015 biweekly
G1.B1.S3.MA1	Teachers will meet in PLC weekly to discuss implementation, differentiation, and adaptations made to writing instruction. They will be required to use the action plan created October 21st to create individual and classroom lesson in writing.	Cooper, Robert	10/22/2014	Evidence will be gathered from bi-weekly agendas based on student work which coincides with the established action plan.	3/6/2015 biweekly
G1.B1.S4.MA1	Qualitative data will be collected from Professional Learning Communities and classroom observation to demonstrate differentiated learning as an outcome of collaborative discussion in the PLC as a result of successful implementation. Evidence of quantitative data will demonstrate effectiveness. Poor implementation produces some differentiation in the classroom, but does not meet the learning needs of all students. This will result in additional support through collaboration in PLC to include facilitation by an administrator and instructional coach in the PLCs. Evidence of quantitative data will demonstrate ineffectiveness.	Stanton, Amy	8/25/2014	Performance Matters data from common formative assessments, Performance Matters and STAR data from Interim assessments, Florida Assessment and STAR data as Summative assessments.	5/29/2015 weekly
G1.B1.S4.MA1	Professional Learning Communities by grade level will utilize data in the form of data chats to guide their instruction. This process will include an understanding of data-driven standards-based instruction (what to teach), researched best instructional practice (how to teach), common formative assessment (students' understanding), and responding to students who need remediation, and enriching instruction for students that have already met learning goals. A weekly template for teachers to discuss both formative and interim assessment is documented.	Stanton, Amy	8/25/2014	Agenda for PLC, data notebooks, student friendly data charts or graphs, evidence of parent data chats	6/2/2015 weekly
G2.MA1	The data that will be collected will be learning gains on common formative assessments, Performance Matters, Florida Assessment, and STAR that assess the new standards, MAFS.	Stanton, Amy	8/25/2014	Performance Matters data from common formative assessments, Performance Matters and STAR data from Interim assessments, Florida	5/29/2015 weekly

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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
	Classroom Observations to include Copeland Observation Tool will demonstrate successful implementation of these standards in the classroom. A classroom demonstrating effective implementation will show differentiation for all students and will include but not limited to cooperative learning, and engagement as well as meeting the rigor and cognitive complexity for each of the state standards, MAFS. This will result in students learning and increasing achievement. Poor implementation will be demonstrated by lack of motivation and engagement by some or all students and the rigor and cognitive complexity will not be met for the standards. Poor implementation will result in some or all students not meeting expectations and not have learning gains. Support will be given in the classroom by instructional coach, and administrators as well as collaboration in PLC.			Assessments and STAR data as Summative assessments.	
G2.B1.S1.MA1	Qualitative data will be collected from Professional Learning Communities and classroom observation to demonstrate differentiated learning as an outcome of collaborative discussion in the PLC which will result in successful implementation. Evidence of quantitative data will demonstrate effectiveness. Poor implementation produces some differentiation in the classroom, but does not meet the learning needs of all students. Failure to implement will result in additional support through collaboration in PLC's including facilitation by an administrator and the instructional coach. Evidence of quantitative data will demonstrate ineffectiveness.	Stanton, Amy	8/25/2014	Performance Matters data from common formative assessments, Performance Matters and STAR data from Interim assessments, Florida Assessment and STAR data as Summative assessments.	5/29/2015 weekly
G2.B1.S1.MA1	Amy Stanton and Robert Cooper will analyze weekly lesson plans and classroom instruction to monitor fidelity of implementation the new standards, LAFS.	Stanton, Amy	8/18/2014	The evidence that will be collected and used are weekly lesson plans and classroom observation using Copeland evaluation.	5/29/2015 weekly
G2.B1.S2.MA1	Qualitative data will be collected from Professional Learning Communities and classroom observation to demonstrate differentiated learning as an outcome of collaborative discussion in the PLC which will result in successful implementation. Evidence of quantitative data will demonstrate effectiveness. Poor implementation produces some differentiation in the classroom, but does not meet the learning needs of all students. Failure to implement will result in additional support through collaboration in PLC's including facilitation by an administrator and the instructional coach. Evidence of quantitative data will demonstrate ineffectiveness.	Stanton, Amy	8/25/2014	Result of Performance Matters, Florida Assessment, STAR, Common Formative Assessments.	5/29/2015 weekly

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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
G2.B1.S2.MA1	Monitoring the implication will include analysis of lesson plans and collaborative discussion as implementation occurs in professional learning communities discussing the strategies and successes. Evidence of learning and implementing strategies will be observed in the classroom through administrative walk-through.	Stanton, Amy	8/25/2014	Evidence is in the lesson plans as well as administrative observations	5/29/2015 weekly
G2.B1.S3.MA1	Qualitative data will be collected from Professional Learning Communities and classroom observation to demonstrate differentiated learning as an outcome of collaborative discussion in the PLC which will result in successful implementation. Evidence of quantitative data will demonstrate effectiveness. Poor implementation produces some differentiation in the classroom, but does not meet the learning needs of all students. Failure to implement will result in additional support through collaboration in PLC's including facilitation by an administrator and the instructional coach. Evidence of quantitative data will demonstrate ineffectiveness.	Robinson, Lori	9/22/2014	Performance Matters data from common formative assessments, Performance Matters and STAR data from Interim assessments, Florida Assessment and STAR data as Summative assessments.	5/15/2015 weekly
G2.B1.S3.MA1	Amy Stanton, Robert Cooper, and Lori Robinson will analyze weekly lesson plans and classroom instruction to monitor fidelity of implementation the MFAS in the classroom.	Robinson, Lori	11/5/2014	The evidence that will be collected and used are weekly lesson plans and classroom observation as well as follow-up from professional development.	5/15/2015 weekly
G2.B1.S4.MA1	Qualitative data will be collected from Professional Learning Communities and classroom observation to demonstrate differentiated learning as an outcome of collaborative discussion in the PLC which will result in successful implementation. Evidence of quantitative data will demonstrate effectiveness. Poor implementation produces some differentiation in the classroom, but does not meet the learning needs of all students. Failure to implement will result in additional support through collaboration in PLC's including facilitation by an administrator and the instructional coach. Evidence of quantitative data will demonstrate ineffectiveness.		8/25/2014	Performance Matters data from common formative assessments, Performance Matters and STAR data from Interim assessments, Florida Assessment and STAR data as Summative assessments.	5/29/2015 weekly
G2.B1.S4.MA1	Professional Learning Communities by grade level will utilize data in the form of data chats to guide their instruction. This process will include an understanding of data-driven standards-based instruction (what to teach), researched best instructional practice (how to teach), common formative assessment (students' understanding), and responding to students who need remediation, and enriching instruction for students that have already met learning goals. A weekly template for teachers to discuss both formative and interim assessment is documented.	Stanton, Amy	8/25/2014	Agenda for PLC, data notebooks, student friendly data charts or graphs, evidence of parent data chats	5/29/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.MA1	Qualitative data will be collected from Professional Learning Communities and classroom observation to demonstrate differentiated learning as an outcome of collaborative discussion in the PLC which will result in successful implementation. Evidence of quantitative data will demonstrate effectiveness. Poor implementation produces some differentiation in the classroom, but does not meet the learning needs of all students. Failure to implement will result in additional support through collaboration in PLC's including facilitation by an administrator and the instructional coach. Evidence of quantitative data will demonstrate ineffectiveness.	Stanton, Amy	10/31/2014	Performance Matters data from common formative assessments, Performance Matters and STAR data from Interim assessments, Florida Assessment and STAR data as Summative assessments.	5/29/2015 monthly
G3.B1.S1.MA1	As each digital science curriculum is being modeled, data will be collected and analyzed.	Evans, Kevin	10/31/2014	The evidence will be from formative assessments, Performance Matters in grades 3-5, and Science FCAT 2.0.	5/29/2015 monthly
G3.B1.S1.MA1	Present programs that will increase rigor with digital science materials.	Evans, Kevin	1/6/2015	Evidence will be based off of research and student data using model programs.	7/31/2015 one-time

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. The students will increase their reading proficiency on the Spring Florida Assessments from a FCAT score of 51% to a Florida Assessment score of 73%.

G1.B1 Lack of understanding of the LAFS and new Florida Assessment with more rigorous text and writing using text based evidence.

G1.B1.S1 Professional Development to include unpacking the standards into what students need to know and be able to do weekly as they teach the LAFS.

PD Opportunity 1

Professional development will enable the teachers to unpack the LAFS. Teachers will use a lesson plan template to incorporate the standards being taught and must identify what students will be able to know and do each week. This is a continuous work in progress. Time in April and May will be devoted to "digging" deeper into high impact strategies to give optimal instructions to teach standards.

Facilitator

Amy Stanton, Principal; Robert Cooper, Assistant Principal

Participants

All teachers

Schedule

Weekly, from 8/11/2014 to 5/29/2015

G1.B1.S2 Using EngageNY, a new curriculum to include rigorous complex text, daily writing, and researched based effective instructional practices.

PD Opportunity 1

Teachers K-5 will teach LAFS using Engage NY curriculum that integrates reading and writing using complex rigorous text and writing with evidence daily. The curriculum supports high yield research based strategies as identified in Advancing Schools: Insights from Exemplary Leaders, a district initiative.

Facilitator

Amy Stanton, Principal Robert Cooper, Assistant Principal Lori Robinson, Instructional Coach

Participants

Participation in the professional development and continued use of curriculum will be all core teachers K-5 and the school leadership team.

Schedule

On 5/29/2015

G1.B1.S3 Multiple writing professional development to include an analysis of student work using new LAFS as well as the writing rubric.

PD Opportunity 1

Writing professional development that involves using new writing standards, new writing rubrics, student work, with in depth analysis of writing needs, and action plan will be developed.

Facilitator

Robert Cooper

Participants

Fourth and Fifth grade ELA teachers

Schedule

Semiannually, from 10/21/2014 to 3/6/2015

G1.B1.S4 Continuous Data Chats to include administration, teachers, parents, and students.

PD Opportunity 1

Professional Learning Communities by grade level will utilize data in the form of data chats to guide their instruction. This process will include an understanding of data-driven standards-based instruction (what to teach), researched best instructional practice (how to teach), common formative assessment (students' understanding), and responding to students who need remediation, and enriching instruction for students that have already met learning goals. These data chats will occur both weekly and semi-annually. Teachers will help students create their own data charts or graphs to take ownership of student data. Teachers will also have a parent data meeting to discuss their child's individual data.

Facilitator

Amy Stanton, Robert Cooper, Lori Robinson, Kevin Evans

Participants

All teachers at Summers Elementary

Schedule

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

G2. The students will increase their mathematical proficiency on the Florida Assessments from a FCAT score of 56% to a Florida Assessment score of 75%.

G2.B1 Lack of understanding of the MAFS and new Florida Assessment which include more rigorous standards and mathematical practices

G2.B1.S1 Professional Development to include unpacking the standards into what students need to know and be able to do weekly as they teach the MAFS.

PD Opportunity 1

We will had professional development to enable the teachers to unpack the MAFS. Teachers use lesson plan template to incorporate the standards being taught and must identify what students will be able to know and do each week. This is a continually work in progress.

Facilitator

Amy Stanton- Principal Robert Cooper- Assisstant Principal

Participants

Participation in the professional development and continued use of curriculum with be all core teachers K-5 and the school leadership team.

Schedule

Weekly, from 8/11/2014 to 5/29/2015

G2.B1.S2 Using EngageNY, a new curriculum to include rigorous Florida Standards to include mathematical practices, as well as researched based effective instructional practices.

PD Opportunity 1

Teachers K-5 will teach MAFS using Engage NY curriculum that integrates mathematical practices and mathematical standards rigorous critical thinking daily. The curriculum supports high yield research based strategies as identified in Advancing Schools: Insights from Exemplary Leaders, a district initiative.

Facilitator

Amy Stanton- Principal Robert Cooper- Assistant Principal Lori Robinson- Instructional Coach

Participants

Participation in the series of modules will include All teachers including leadership team.

Schedule

Daily, from 8/25/2014 to 5/29/2015

G2.B1.S3 The use of Formative Assessment: MFAS, Math Formative Assessment System from CPALMS

PD Opportunity 1

Teachers will use the MFAS System from CPALMS to formative assess and guide instruction each week. They will have a formal training as well.

Facilitator

Brandi Keen- Math District Coach

Participants

All teachers who are teaching math at Summers Elementary

Schedule

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

G2.B1.S4 Continuous Data Chats to include administration, teachers, parents, and students.

PD Opportunity 1

Professional Learning Communities by grade level will utilize data in the form of data chats to guide their instruction. This process will include an understanding of data-driven standards-based instruction (what to teach), researched best instructional practice (how to teach), common formative assessment (students' understanding), and responding to students who need remediation, and enriching instruction for students that have already met learning goals. These data chats will occur both weekly and semi-annually. Teachers will help students create their own data charts or graphs to take ownership of student data. Teachers will also have a parent data meeting to discuss their child's individual data.

Facilitator

Lori Robinson- Instructional Coach Amy Stanton-Principal Robert Cooper- Assistant Principal
Kevin Evans-CRT

Participants

All teachers including leadership team, parents, and students

Schedule

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

G3. The students will increase their science proficiency on the Florida Assessments from a FCAT score of 60% to a Florida Assessment score of 65%.

G3.B1 The lack of rigorous digital curriculum resources available to teach science in grades 3-5.

G3.B1.S1 Teachers will integrate rigorous science texts through digital media in their classrooms.

PD Opportunity 1

Find resources that are evidence-based, rigorous digital science materials.

Facilitator

Lori Robinson; Kevin Evans; Discovery Education

Participants

3rd-5th teachers

Schedule

On 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 1: The students will increase their reading proficiency on the Spring Florida Assessments from a FCAT score of 51% to a Florida Assessment score of 73%.	0
Grand Total	0

Goal 1: The students will increase their reading proficiency on the Spring Florida Assessments from a FCAT score of 51% to a Florida Assessment score of 73%.		
Description	Source	Total
B1.S1.A1		0
Total Goal 1		0