Alimacani Elementary School

2014-15 School Improvement Plan

Alimacani Elementary School

2051 SAN PABLO RD S, Jacksonville, FL 32224

http://www.duvalschools.org/alimacani

School Demographics

School Type	**Title I**	**Free/Reduced Price Lunch**
Elementary	No	28%

Alternative/ESE Center	**Charter School**	**Minority**
No	No	32%

School Grades History

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

School Board Approval

This plan was approved by the Duval County School Board on 11/4/2014.

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

The school's mission statement is: Where education is a treasure and every child is inspired to reach for their dreams.

Provide the school's vision statement

The school's vision statement is: Alimacani Elementary School is committed to providing a rigorous curriculum that inspires each learner to acquire knowledge in a safe environment. Alimacani implements Standards-Based best-teaching educational practices that are imparted in an equitable manner in an effort to help each student realize their greatest level of academic, social, and physical achievement. Alimacani values the opportunity to foster relationships through communication among students, parents, educators, business partners and stakeholders.

School Environment

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

We embrace a diverse student population, by creating a demographic profile of each class, so that teachers can become familiar with their students. Through family-friendly school activities such as the Spring Arts Festival, coupled with historical non-fiction reading, students are able to learn about a variety of cultures. Our school offers various activities for students to participate in such as Teachers of Tomorrow, Safety Patrols, grade level musical performances, as well as other activities. Additionally, teachers create activities for students to complete that will help them learn more about each child, as well as build a positive rapport with their students: All About Me Writing; Student Interest Survey; Field Studies; and Acrostic Poems are just several examples. Teachers initially meet their students at our annual Meet and Greet. Open House and in-class individual conferencing are other ways teachers build relationships with a variety of students.

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

Our school environment is a safe place for all of our students. We have adults visible and present throughout our school building before the school day begins. Upon entering the building, students are greeted and provided individual assistance as needed. Students who arrive before 8:00 a.m., participate in our Extended Day program. These students are greeted by an adult each morning, and they are gathered in a safe, structured learning environment. During the school day, students are escorted everywhere on campus, so the presence of an adult is always at the forefront of student safety and security. After school, students are escorted to their appropriate location for dismissal: Extended Day, car port, bus port, or walker area. Teachers and other adults ensure all students are safe and in their correct designated area. Our Foundations Team emphasizes the significance of building a rapport with students. Each week, the Foundations Team shares helpful tips with our teachers and staff about how to build a positive connection with students and improve adult-to-student interactions, as well as student-to-student interactions. Teachers understand the importance of a "new day" approach - what happened yesterday is over, and today each child is given a fresh start.
In addition, students who disrupt the educational process, are supported in a variety of ways. The overall goal is to shape and change the student's behavior in a proactive and positive way through

on-going parent communication, positive reinforcement/effective interventions, and adherence to the specific interventions included in the Code of Student Conduct.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Our school follows all CHAMPs and Foundations protocols. In each classroom, teachers post (in a visible location) CHAMPs expectations for all activities. At the beginning of each school year (generally the first three weeks), teachers discuss CHAMPs expectations with students. Class rituals and routines are established during this time. Daily, as students transition from one activity to the next, teachers review and post the expected behavioral expectations for students to follow. As necessary, teachers reiterate the expectations for student compliance through positive reinforcement and/or class meetings (as needed). Foundations expectations are also reviewed with students. Students learn the procedures for all common areas at our school: arrival, dismissal, cafeteria, playground, assemblies in the multipurpose room, and any other activities that require consistent student supervision.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The school counselor visits classrooms throughout the school year to meet with students and teach various lessons. The counselor will survey teachers to determine if there are any specific class needs or grade level needs that must be addressed with students, such as conflict resolution, name calling, teasing or harassing versus bullying, and a variety of other topics. The counselor also meets with students and/or small groups of children as necessary to address social issues/pressures and/or to dissolve any conflicts among students. The counselor also teaches students how to deal with their emotions when their sad, angry, hurt, or embarrassed. In addition, the counselor can recommend additional counseling services for children and their families as needed through the Full Service Schools Program, located at Sandalwood High School.

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

Not Applicable.

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
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

Not Applicable.

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

Our goal is to maintain a high percentage of parent/guardian/community involvement in school activities. We are aiming for at least 85% parent/community involvement in our school functions. We have many events throughout the school year, and our goal is to have as many families attend as possible. Before school begins, we invite parents to attend our Meet and Greet. This gives them a chance to meet their child's teacher and see their child's classroom before school begins. Additionally, we invite all of our parents to attend our Open House, which gives them an opportunity to talk with their child's teacher, see initial student work, and/or schedule a parent conference as needed. We notify our parents and community in many ways: school marquee, school website, flyers sent home with students, monthly school newsletter, class syllabus, home-to-school planners, announcements via intercom system, and etcetera.

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

Our Volunteer/Business Partner Liaison reaches out to businesses in our community through phone calls, face-to-face meetings, and formal letters to introduce herself and share information about our school. The liaison invites local businesses to our monthly Flag Raising and SAC meetings, as well as our Volunteer Orientation Breakfast at the beginning of the school year and our Volunteer Brunch at the end of the school year. Businesses that partner with our school complete a Business Partnership Agreement Form, Once a relationship is established, we acknowledge any and all contributions made to our school: in-kind donations, financial donations, student incentives, supplies for teachers' classrooms, and etcetera. We recognize our business partners in our monthly Tribune newsletter, through our school website, and on our school marquee. Some of our loyal business partners are PDQ, Rosina's Bistro, Moe's Southwest Grill, Chick-fil-A, and Publix Supermarket. A few of our faith-based Christ Church and Coastal Baptist Church.

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
Stalls, Kathy	Principal
Turner, Alandrea	Assistant Principal
	Assistant Principal
Lundquist, Karlyn	Guidance Counselor
Rouse, Mary Ann	Instructional Technology
Yang, Chong	Psychologist
Louis, Kelly	Teacher, ESE

Duties

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

Administrative Team (Principal and two Assistant Principals) - provide a common vision for the use of data-based decision making, monitors the implementation of MTSS/RtI, conducts assessment skills of school staff, ensures the implementation of intervention supports and documentation requirements, reviews student data, and meets with MTSS/RtI members, communicates with parents regarding school-based plans and activities using the problem-solving model. The administrative team identifies the needs of students while working with district and school personnel to identify intervention strategies, assists in the design and implementation of progress monitoring processes, data collection and data analysis, participates in the design and delivery of professional development, and provides support for the administration of various assessments.

Foundations Team (Grade Level Representatives/School Counselor/Administrators) - provides information pertaining to school wide and classroom student safety and behavior management, participates in the collection and analysis of behavioral data, provides professional development to staff, and collaborates with community support staff members to target behavioral interventions utilizing the MTSS/RtI problem solving model.

Mentors/Community Support Members (Linda Sloan and Susan Rewis) - identifies systemic patterns of student need while working with classroom teachers and district personnel to identify appropriate, evidence-based intervention strategies, provide assistance in determining MTSS/RtI Interventions and implementation for progress monitoring, data collection, and data analysis, participates in the design and delivery of professional development, and provides support for data collection/analysis.

School Counselor (Ms. Lundquist) - provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students, link community agencies to schools and families to support the child's academic, emotional, behavioral, and social success, provides consultation services to general and special education teachers, parents, and administrators, provides group and individual student interventions, and conducts direct observation of student behavior. Establishes agendas and directs MTSS/RtI Problem Solving school-based leadership team meetings in an effort to remain focused on targeted student needs and accountability. Updates and Maintains the School-Based MTSS/RtI Grade Level Tracking Spreadsheets.

School Psychologist/Admissions Representative/Placement Support /Social Worker (Mr. Yang, Ms. Hicken, Ms. Carr and Ms. Serkin) - provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students, link community agencies to schools and families to support the child's academic, emotional, behavioral, and social success, provides consultation services to general and special education teachers, parents, and

administrators,
provides group and individual student interventions, and conducts direct observation of student behavior.

Primary CPST Lead (Ms. Cartlidge) - provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities. She will assist in the design and implementation of progress monitoring, collect and analyze data, contribute to the development of intervention plans, implement Tier 3 interventions, and offer professional development and technical assistance.

Intermediate CPST Leads (Ms. Greer and Mr. Allen) - provide information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities. They will assist in the design and implementation of progress monitoring, collect and analyze data, contribute to the development of intervention plans, implement Tier 3 interventions, and offer professional development and technical assistance.

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

Participants act as liaisons for the implementation of the MTSS/RtI Problem Solving Model at the school level and receive ongoing training which they impart to the school, provide intervention services based on targeted programs at the district/school level, conduct systemic meetings in an effort to make decisions based on a continuum of student needs, track student progress and collaborate in using data to make decisions about interventions and strategies that support student needs through the problem solving process.

We do not have Title I funds to facilitate school improvement activities.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Katherine Stalls	Principal
Kenyatta Register	Parent
Barbara (Ann) Mimms	Education Support Employee
Karen Houck	Parent
Marilynn Urquieta	Business/Community
Jeneen Bayley	Parent
Brennadette Davis	Parent
Caroline Kramer	Business/Community
Alison Myers	Parent
Paul Steinbach	Business/Community
Cheryl Callavini	Business/Community

Duties

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

Evaluation of last year's school improvement plan

Our School Improvement Plan was reviewed with our SAC during several meeting sessions last year. The team was given a copy of the plan and asked to provide feedback/suggestions as applicable. The process of how the plan was developed, along with how the academic goals were established was explained. All portions of the plan was reviewed with the SAC Team.

Development of this school improvement plan

School wide data, including Spring 2014 FCAT 2.0 results, have been shared with the SAC Team. The team was notified of new computer-based resources that will be used this year to increase students' reading and math proficiency. The SAC Team was asked to provide input about how to improve student achievement. Additionally, the School Advisory Council will determine resources/materials that could increase student achievement.

Preparation of the school's annual budget and plan

The SAC Team is notified of the annual budget, including any SAI Funds, to determine how these funds will be used to promote student achievement. The annual budget is shared with the SAC, and feedback/suggestions are provided from members. Additionally, any members with questions about the budget process, changes made to the school based on budget updates, and/or funds available at the school level can seek clarification at our monthly meetings.

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

The projected use of School Improvement Funds will support literacy within our school. The funds, if provided, will be used to purchase Books of the Month for each classroom the duration of the school year.

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
Brown, Christine	Teacher, K-12
Cartlidge, Elizabeth	Teacher, K-12
Willis, Holly	Teacher, K-12
Greer, Virginia	Teacher, K-12
Philpp-Edmonds, Debbie	Teacher, K-12
Stalls, Kathy	Principal
Turner, Alandrea	Assistant Principal
	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

One important initiative this year is to gain more understanding of Florida Standards, as well as district-mandated reading assessments, including but not limited to Curriculum Guide Assessments; i-Ready Reading Assessment; and DAR Assessment.
Professional Development Opportunities Focus: Reading/Lesson Study with emphasis on Vocabulary Development, Developing Rigor and Stamina in Independent Reading, coupled with an in-depth focus on the Readers Workshop component of Guided Reading Groups Action Steps to improve performance is inclusive of but not limited to analysis of data based on district programs and/or resources that provide support for at-risk students in an effort to strengthen decoding, word recognition, phonemic awareness, sound-letter correspondence, critical thinking skills with gradual release of responsibility, and comprehension through daily explicit, systematic lessons that include teacher modeling, carefully selected examples, guided practice, repetition and elaboration. In addition, professional learning collaboration, full implementation of Readers and Writers Workshop, metacognitive strategies, mentoring for new teachers to a grade level, unpacking RtI at the school level grade level by grade level/classroom by classroom, continuing to unpack the Florida Benchmarks, implementation of the Florida Standards as outlined as part of our district policy, and a deeper understanding of state assessment benchmark specifications.

Public and Collaborative Teaching

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

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Our school has developed a master schedule that will allow some common planning time among grade level teachers, as well as vertically among subject-area teachers. Our Early Dismissal days allow for Lead ELA/Math/Science Teachers to share information with other educators. Our Early Dismissal days and planning days allow for teachers to collaborate with each other to develop/plan lessons, create academic assessments, and/or evaluate students' performance on school-based/district/state assessments. During this time, Lead ELA, Math and/or Science Teachers share information and updates with teachers from their most recent district professional development training. In addition, teachers learn about district protocols, such as the four academic pillars, student work protocols, rigorous implementation of academic standards, and other pertinent activities. Administrators lead, as well as participate in these professional development meetings to ensure meaningful tasks are being accomplished, as well as to answer teacher's questions regarding student learning and/or district academic requirements.

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

Alimacani follows the district recruiting guidelines. Alimacani's expectation is for all teachers to add to their bank of professional development by attending school-based and district-based training opportunities. Mentors are assigned to work extensively in an effort to support new staff members to Alimacani. Grade level and department team mentors provide support for new staff members through on-going meetings. Teachers in need of assistance are identified through performance evaluations and data indicating low student performance. Teachers are required to submit quarterly student data that promotes the current status of their instructional program. Staff members responsible for teacher recruitment and retention are: principal, assistant principals, mentor teachers and lead academic teachers.
In addition, our school works collaboratively with the University of North Florida, Jacksonville University, Florida Mechanical and Agriculture University and Florida State College at Jacksonville to host interns finalizing their course of study to become teachers and pre-interns obtaining on-going field experience.

As a result of our connections with surrounding colleges/universities, Alimacani has the opportunity to recruit teachers with current research-based training and those who are acclimated to our school community.

Our school principal, along with our professional development facilitator, lead the Mentoring and Induction for Novice Teachers (MINT). In addition, they also ensure experience teachers who need additional support are provided opportunities to improve and develop. MINT participants have regularly scheduled meetings to review district expectations, as well as to address their specific needs and concerns. Teachers are given the opportunity to observe their peers and participate in professional learning communities. Furthermore, this allows all teachers to grow and develop highly-effective instructional practices. Professional development opportunities are provided for all staff members to enhance continuity and develop high-quality teachers.

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

Beginning teachers fill the requirements of Mentoring and Induction for Novice Teachers (MINT) Program. Mentors are paired with new teachers as applicable - by grade level and/or subject. Mentors meet with novice teachers very often (several times in the course of a week) to provide support and direction. Mentors also observe novice teachers and provide feedback about their instructional delivery, lesson plan development, student engagement, and/or other attributes. Our school provides ongoing support to make certain each teacher feels a part of the learning community.

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

District Academic Staff has selected research-based academic programs and resources that are aligned to Florida Standards in all subject areas. All teachers received a copy of the Florida Standards for their subject area(s). Student work protocols, coupled with rigorous implementation of Florida Standards, increases student engagement, understanding of concepts and ownership during academic lessons. The district has created a Curriculum Guide for each subject area, with an emphasis on specific Florida Standards that must be taught and assessed each grading period. Curriculum Guides and related District Assessments, ensure students are mastering academic standards during the course of the school year. As well, formative and summative assessments are aligned with Florida Standards. On-going analysis of assessments helps educators determine next steps, as well as differentiation techniques to implement with students.

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

On-going data analysis helps teachers identify the academic needs of students. Based on data results, teachers can determine which benchmarks students need to practice more, coupled with specific students that may need small group instruction. Various teachers provide additional academic support to students before and after school, as well as through in-class differentiation of the standards.

Teachers must determine the academic weaknesses of students, through the analysis of student work/student assessments. As a result, teachers develop additional practice opportunities for

students who are having difficulty attaining a proficient or advanced level on state assessments. Teachers will pull students one-on-one or in small group sessions, provide additional skills practice for students to complete at home, and/or have students work with support staff members to build academic skills in the areas of deficiency.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day
Minutes added to school year:

Strategy Rationale

Strategy Purpose(s)
""

Person(s) responsible for monitoring implementation of the strategy

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

Student Transition and Readiness

PreK-12 Transition

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

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

We currently have three pre-kindergarten classrooms, for students with disabilities. Our teachers provide ongoing instructional and behavioral support to our students. Teachers assess students' academic progress through a host of diagnostic tests, including the Battelle Developmental Inventory. Teachers incorporate a variety of learning activities that infuse multiple modalities in an effort to develop the whole child. Activities are inclusive of but not limited to read alouds, language and literacy development, centers/skills block, fine motor skills development, basic math concepts and Everyday Calendar Math, computer activities, and/or other developmental activities.
As well, we provide support to our kindergarten students and families. During the spring and summer of each school year, we provide tours for our incoming kindergarten students and families. This gives them a chance to walk the campus, meet core school community members, and ask questions about the total school program. Moreover, we host a Meet and Greet for all of our grade levels. However, especially for kindergarten parents and students, we host a special kindergarten orientation, which allows parents to learn more about the school directly from the principal. While the principal is meeting with parents and sharing information about our school, the incoming kindergarten students are in the classroom with their teacher reading a book and working on a student-friendly craft project. The students love this, and it gives our teachers a chance to make an initial connection with our new students.
In addition, near the end of the school year fifth grade students are given the opportunity to visit several middle schools in the surrounding area, including Fletcher Middle School and Landmark Middle School. Students are able to tour the school and find out about various clubs, sports and extracurricular activities available to them, as well as learn ways to effectively transition from elementary school to middle school. Additionally, our fifth graders complete a career interest inventory that works to guide them in the appropriate elective classes of their interest in middle school.

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.   To decrease non-proficient students by at least 50% within five years by achieving Reading Annual Measurable Objectives in each targeted subgroup including African American.

G2.   To decrease non-proficient students by at least 50% within five years by achieving Reading Annual Measurable Objectives in each targeted subgroup including White.

G3.   To decrease non-proficient students by at least 50% within five years by achieving Reading Annual Measurable Objectives in each targeted subgroup including Students with Disabilities.

G4.   To decrease non-proficient students by at least 50% within five years by achieving Reading Annual Measurable Objectives in each targeted subgroup including Economically Disadvantaged.

G5.   To decrease non-proficient students by at least 50% within five years by achieving Reading Annual Measurable Objectives in each targeted subgroup including Hispanic.

G6.   To decrease non-proficient students by at least 50% within five years by achieving Mathematics Annual Measurable Objectives in each targeted subgroup including Economically Disadvantaged.

G7.   To decrease non-proficient students by at least 50% within five years by achieving Mathematics Annual Measurable Objectives in each targeted area, inclusive of all students in grades 3, 4 and 5.

G8.   To decrease non-proficient students by at least 50% within five years by achieving Mathematics Annual Measurable Objectives in each targeted subgroup including White.

G9.   To decrease non-proficient students by at least 50% within five years by achieving Mathematics Annual Measurable Objectives in each targeted subgroup including Black.

G10. To decrease non-proficient students by at least 50% within five years by achieving Mathematics Annual Measurable Objectives in each targeted subgroup including Hispanic.

G11. To decrease non-proficient students by at least 50% within five years by achieving Mathematics Annual Measurable Objectives in each targeted subgroup including Students with Disabilities.

G12. To increase the number of students at or above proficiency to at least 82% (FCAT 2.0 Levels 3, 4, and/or 5) in Reading.

G13. To increase the number of students to at least 80% at or above proficiency (FCAT 2.0 Levels 3, 4, and/or 5) in Mathematics.

G14. To increase writing proficiency in all grade levels (inclusive of English Language Learners), with an emphasis on increasing fourth grade FCAT 2.0 Writing results with more students achieving a writing score of 3.5 or above, which is at least 80% of our students.

G15. To increase science proficiency in grade 5, with at least 80% of our students scoring at or above proficiency (Levels 3, 4 and 5).

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. To decrease non-proficient students by at least 50% within five years by achieving Reading Annual Measurable Objectives in each targeted subgroup including African American. 1a

G055292

Targets Supported 1b

Indicator	Annual Target
AMO Reading - African American	62.0

Resources Available to Support the Goal 2

- Demographic data for each teacher, identifying bottom quartile students by subgroup.

- Other resources include district-based Curriculum Guides with Florida Standards, Curriculum Guide Assessments, District and Grade Level Reading Assessments, DAR Assessment, i-Ready Reading Assessment, Achieve 3000, Anecdotal Logs, Running Records, Guided Reading/Small Group Records and/or other applicable reading resources.

Targeted Barriers to Achieving the Goal 3

- Purposeful connection/understanding of student learning styles and intelligences.

Plan to Monitor Progress Toward G1. 8

i-Ready Reading results, along with reading curriculum assessments (formative and summative) will be collected and reviewed. Any additional reading assessment data that could be used to track students' progress will be collected.

Person Responsible
Kathy Stalls

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

Evidence of Completion
Formative and summative reading assessment results - end of the year Florida Standards Assessments data.

G2. To decrease non-proficient students by at least 50% within five years by achieving Reading Annual Measurable Objectives in each targeted subgroup including White. `1a`

Targets Supported `1b`

`🔍 G055293`

Indicator	Annual Target
AMO Reading - White	86.0

Resources Available to Support the Goal `2`

- Demographic data for each teacher, identifying bottom quartile students by subgroup.

- Other resources include district-based Curriculum Guides with Florida Benchmarks, Curriculum Guide Assessments, District and Grade Level Reading Assessments, DAR Assessment, i-Ready Reading Assessment, Achieve 3000, Anecdotal Logs, Running Records, Guided Reading/Small Group Records and/or other applicable reading resources.

Targeted Barriers to Achieving the Goal `3`

- Not targeting specific students and/or subgroups who did not meet reading proficiency, based on AMO targets set by the state as reflected in the documentation of student growth based on subgroup relevancy. Purposeful connection/understanding of student learning styles and intelligences.

Plan to Monitor Progress Toward G2. `8`

Track specific subgroups to determine reading improvements during the school year.

Person Responsible
Kathy Stalls

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

Evidence of Completion
End of the year reading results, AMO reading goals met in each subgroup and/or state assessment results - Florida Standards Assessment scores.

G3. To decrease non-proficient students by at least 50% within five years by achieving Reading Annual Measurable Objectives in each targeted subgroup including Students with Disabilities. 1a

G055294

Targets Supported 1b

Indicator	Annual Target
AMO Reading - SWD	57.0

Resources Available to Support the Goal 2

- Demographic data for each teacher, identifying bottom quartile students by subgroup.

- Other resources include district-based Curriculum Guides with Florida Benchmarks, Curriculum Guide Assessments, District and Grade Level Reading Assessments, DAR Assessment, i-Ready Reading Assessment, Achieve 3000, Anecdotal Logs, Running Records, Guided Reading/Small Group Records and/or other applicable reading resources.

Targeted Barriers to Achieving the Goal 3

- Not targeting specific students and/or subgroups who did not meet reading proficiency, based on AMO targets set by the state as reflected in the documentation of student growth based on subgroup relevancy.

- Purposeful connection/understanding of student learning styles and intelligences through the use of developmentally appropriate materials that will challenge students to assimilate abstract concepts into a real-world focus.

Plan to Monitor Progress Toward G3. 8

Track specific subgroups to determine reading improvements during the school year.

Person Responsible
Kathy Stalls

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

Evidence of Completion
End of the year reading results, AMO reading goals met in each subgroup and/or Florida Standards Assessment results.

G4. To decrease non-proficient students by at least 50% within five years by achieving Reading Annual Measurable Objectives in each targeted subgroup including Economically Disadvantaged. 1a

G055295

Targets Supported 1b

Indicator	Annual Target
AMO Reading - ED	75.0

Resources Available to Support the Goal 2

- Demographic data for each teacher, identifying bottom quartile students by subgroup.

- Other resources include district-based Curriculum Guides with Florida Benchmarks, Curriculum Guide Assessments, District and Grade Level Reading Assessments, DAR Assessment, i-Ready Reading Assessment, Achieve 3000, Anecdotal Logs, Running Records, Guided Reading/Small Group Records and/or other applicable reading resources.

Targeted Barriers to Achieving the Goal 3

- Not targeting specific students and/or subgroups who did not meet reading proficiency, based on AMO targets set by the state as reflected in the documentation of student growth based on subgroup relevancy for each student's connection to what is purposeful and/or meaningful.

- Understanding of student learning styles and intelligences as related to appropriate levels/types of sensory stimulation which impacts the significance of each child's opportunity/exposure to build upon prior knowledge.

Plan to Monitor Progress Toward G4. 8

Track specific subgroups to determine reading improvements during the school year.

Person Responsible
Kathy Stalls

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

Evidence of Completion
End of the year reading results, AMO reading goals met in each subgroup, i-Ready, DAR, and Florida Reading Assessment results.

G5. To decrease non-proficient students by at least 50% within five years by achieving Reading Annual Measurable Objectives in each targeted subgroup including Hispanic. `1a`

🔍 G055296

Targets Supported `1b`

Indicator	Annual Target
AMO Reading - Hispanic	77.0

Resources Available to Support the Goal `2`

- Demographic data for each teacher, identifying bottom quartile students by subgroup.

- Other resources include district-based Curriculum Guides with Florida Benchmarks, Curriculum Guide Assessments, District and Grade Level Reading Assessments, DAR Assessment, i-Ready Reading Assessment, Anecdotal Logs, Running Records, Guided Reading/Small Group Records and/or other applicable reading resources.

Targeted Barriers to Achieving the Goal `3`

- Not targeting specific students and/or subgroups who did not meet reading proficiency, based on AMO targets set by the state as reflected in the documentation of student growth based on cultural relevancy.

- Purposeful connection/understanding of student learning styles and intelligences through authentic/meaningful tasks.

Plan to Monitor Progress Toward G5. `8`

Track specific subgroups to determine reading improvements during the school year.

Person Responsible
Kathy Stalls

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

Evidence of Completion
End of the year reading results, such as i-Ready, DAR, and Florida Standards Assessment data.

G6. To decrease non-proficient students by at least 50% within five years by achieving Mathematics Annual Measurable Objectives in each targeted subgroup including Economically Disadvantaged. [1a]

🔍 G055297

Targets Supported [1b]

Indicator	Annual Target
AMO Math - ED	69.0

Resources Available to Support the Goal [2]

- Demographic data for each teacher, identifying bottom quartile students in math by subgroup.

- Other resources include district-based Curriculum Guides with Florida Standards in Math, Curriculum Guide Assessments, i-Ready Assessment, Formative and Summative Math Assessments, FCAT Explorer, Reflex Math, Math Anecdotal Logs, Math Interactive Journals/ Math Portfolios, Guided Math/Small Group Records and/or other applicable math resources.

Targeted Barriers to Achieving the Goal [3]

- Not targeting specific students and/or subgroups who did not meet math proficiency, based on AMO targets set by the state as reflected in the documentation of student growth based on subgroup relevancy of each student's connection to what is purposeful and/or meaningful.

Plan to Monitor Progress Toward G6. [8]

Track specific subgroups to determine math improvements during the school year.

Person Responsible

Kathy Stalls

Schedule

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

Evidence of Completion

Progress and improvements will be reflected in the end of the year math results for each subgroup, such as i-Ready Math, CGAs, Reflex Math, and Florida Standards Assessments.

G7. To decrease non-proficient students by at least 50% within five years by achieving Mathematics Annual Measurable Objectives in each targeted area, inclusive of all students in grades 3, 4 and 5. 1a

🔍 G055298

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	80.0

Resources Available to Support the Goal 2

- Demographic data for each teacher, identifying bottom quartile students in math by subgroup.

- Other resources include district-based Curriculum Guides with Florida Standards, Curriculum Guide Assessments, i-Ready Assessment, Formative and Summative Math Assessments, FCAT Explorer, Reflex Math, Math Anecdotal Logs, Math Interactive Journals/Math Portfolios, Guided Math/Small Group Records and/or other applicable math resources.

Targeted Barriers to Achieving the Goal 3

- Not targeting specific students and/or subgroups who did not meet math proficiency, based on AMO targets set by the state in an effort to balance skills versus concepts which target a students' zone of proximal development.

- Authentic and meaningful learning tasks.

- Students' attitude and motivation to learn math concepts.

Plan to Monitor Progress Toward G7. 8

Track specific subgroups to determine math improvements during the school year.

Person Responsible

Kathy Stalls

Schedule

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

Evidence of Completion

Progress and improvements will be reflected in the math results (Reflex Math, CGAs, Florida Standards Assessment), as well as other end of the year math assessments for each subgroup.

G8. To decrease non-proficient students by at least 50% within five years by achieving Mathematics Annual Measurable Objectives in each targeted subgroup including White. 1a

🔍 G055299

Targets Supported 1b

Indicator	Annual Target
AMO Math - White	84.0

Resources Available to Support the Goal 2

- Demographic data for each teacher, identifying bottom quartile students in math by subgroup.

- Other resources include district-based Curriculum Guides with Florida Standards in Math, Curriculum Guide Assessments, i-Ready Assessment, Formative and Summative Math Assessments, FCAT Explorer, Reflex Math, Math Anecdotal Logs, Math Interactive Journals/ Math Portfolios, Guided Math/Small Group Records and/or other applicable math resources.

Targeted Barriers to Achieving the Goal 3

- Not targeting specific students and/or subgroups who did not meet math proficiency, based on AMO targets set by the state, using varied teaching strategies.

- Documentation of growth and sharing information with students.

- Balance of math skills versus math concepts.

Plan to Monitor Progress Toward G8. 8

Track specific subgroups to determine math improvements during the school year.

Person Responsible
Kathy Stalls

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

Evidence of Completion
End of the year results in mathematics, including but not limited to CGAs, Reflex Math, and Florida Standards Assessment data.

G9. To decrease non-proficient students by at least 50% within five years by achieving Mathematics Annual Measurable Objectives in each targeted subgroup including Black. 1a

G055300

Targets Supported 1b

Indicator	Annual Target
AMO Math - African American	59.0

Resources Available to Support the Goal 2

- Demographic data for each teacher, identifying bottom quartile students in math by subgroup.

- Other resources include district-based Curriculum Guides with Florida Standards in Math, Curriculum Guide Assessments, i-Ready Assessment, Formative and Summative Math Assessments, Reflex Math, Math Anecdotal Logs, Math Interactive Journals/Math Portfolios, Guided Math/Small Group Records and/or other applicable math resources.

Targeted Barriers to Achieving the Goal 3

- Not targeting specific students and/or subgroups who did not meet math proficiency, based on AMO targets set by the state, as it relates to students' academic needs.

- Documenting math growth and sharing information with each child.

- Connecting what is purposeful and meaningful to the learner in mathematics.

Plan to Monitor Progress Toward G9. 8

Track specific subgroups to determine math improvements during the school year.

Person Responsible
Kathy Stalls

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

Evidence of Completion
End of the year results in mathematics, including but not limited to CGAs, Reflex Math, and Florida Standards Assessment data.

G10. To decrease non-proficient students by at least 50% within five years by achieving Mathematics Annual Measurable Objectives in each targeted subgroup including Hispanic. `1a`

Targets Supported `1b`

🔍 G055301

Indicator	Annual Target
AMO Math - Hispanic	79.0

Resources Available to Support the Goal `2`

- Demographic data for each teacher, identifying bottom quartile students in math by subgroup.

- Other resources include district-based Curriculum Guides with Florida Standards in Math, Curriculum Guide Assessments, i-Ready Assessment, Formative and Summative Math Assessments, FCAT Explorer, Gizmos, Math Anecdotal Logs, Math Interactive Journals/Math Portfolios, Guided Math/Small Group Records and/or other applicable math resources.

Targeted Barriers to Achieving the Goal `3`

- Not targeting specific students and/or subgroups who did not meet math proficiency, based on AMO targets set by the state as it pertains to cultural relevancy.

- Math curriculum relevant to students' interest.

- Use of varied teaching strategies in mathematics.

- Opportunities for collaboration and social learning in mathematics.

Plan to Monitor Progress Toward G10. `8`

Track specific subgroups to determine math improvements during the school year.

Person Responsible
Kathy Stalls

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

Evidence of Completion
End of the year results in mathematics, including but not limited to CGAs, Reflex Math, and Florida Standards Assessment data.

G11. To decrease non-proficient students by at least 50% within five years by achieving Mathematics Annual Measurable Objectives in each targeted subgroup including Students with Disabilities. 1a

🔍 G055302

Targets Supported 1b

Indicator	Annual Target
AMO Math - SWD	64.0

Resources Available to Support the Goal 2

- Demographic data for each teacher, identifying bottom quartile students in math by subgroup.

- Other resources include district-based Curriculum Guides with Florida Standards in Math, Curriculum Guide Assessments, i-Ready Assessment, Formative and Summative Math Assessments, FCAT Explorer, Gizmos, Math Anecdotal Logs, Math Interactive Journals/Math Portfolios, Guided Math/Small Group Records and/or other applicable math resources.

Targeted Barriers to Achieving the Goal 3

- Not targeting specific students and/or subgroups who did not meet math proficiency, based on AMO targets set by the state, with the use of varied and frequent methods of assessment/feedback.

- Documenting math growth and sharing information.

- Address the special needs of learners in mathematics.

Plan to Monitor Progress Toward G11. 8

Track specific subgroups to determine math improvements during the school year.

Person Responsible

Kathy Stalls

Schedule

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

Evidence of Completion

End of the year results in mathematics, including but not limited to CGAs, Reflex Math, and Florida Standards Assessment data.

G12. To increase the number of students at or above proficiency to at least 82% (FCAT 2.0 Levels 3, 4, and/or 5) in Reading. 1a

🔑 G055303

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	82.0

Resources Available to Support the Goal 2

- Other resources include district-based Curriculum Guides with Florida Benchmarks, Curriculum Guide Assessments, District and Grade Level Reading Assessments, DAR Assessment, i-Ready Reading Assessment, Achieve 3000, Anecdotal Logs, Running Records, Guided Reading/Small Group Records, literacy skills groups, academic monitoring, and/or other valuable resources.

Targeted Barriers to Achieving the Goal 3

- Learner's limited ability to process higher level question stems.

Plan to Monitor Progress Toward G12. 8

Through early dismissal meetings and professional development, reading teachers will be able to share progress towards meeting this reading goal.

Person Responsible

Kathy Stalls

Schedule

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

Evidence of Completion

End of the year results in reading, including but not limited to CGAs, i-Ready and DAR, and Florida Standards Assessment data.

G13. To increase the number of students to at least 80% at or above proficiency (FCAT 2.0 Levels 3, 4, and/or 5) in Mathematics. `1a`

🔍 G055304

Targets Supported `1b`

Indicator	Annual Target
AMO Math - All Students	80.0

Resources Available to Support the Goal `2`

- A variety of resources will be used to help increase student achievement, including but not limited to the i-Ready Math Assessment, previous FCAT 2.0 mathematics data, baseline and diagnostic results, district-based Curriculum Guides with Florida Math Standards, Math Anecdotal Logs, Interactive Math Journals/Math Portfolios, Curriculum Guide Math Assessments, Guided Math/Small Group Records, Reflex Math, math skills groups, academic tutoring and monitoring, XtraMath.org, and/or other valuable math resources.

Targeted Barriers to Achieving the Goal `3`

- As we transition from Next Generation Sunshine State Standards to full implementation of Florida Math Standards, we must ensure we have a balanced use of Math Investigations and Envisions for instructional practices that provide varied/frequent methods and assessment and feedback.

- Strategic implementation of Florida Standards in mathematics, with focused instruction on specific academic benchmarks, while documenting growth and sharing information.

- Authentic use of assessment data in math to differentiate instruction through the use of meaningful tasks.

Plan to Monitor Progress Toward G13. `8`

Student assessments will be evaluated and results monitored to determine math progress.

Person Responsible
Kathy Stalls

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

Evidence of Completion
FCAT 2.0 math results at the end of the school year, along with other data resources such as the Interactive Math Journals, i-Ready results, Math Curriculum Assessments, and/or etcetera.

G14. To increase writing proficiency in all grade levels (inclusive of English Language Learners), with an emphasis on increasing fourth grade FCAT 2.0 Writing results with more students achieving a writing score of 3.5 or above, which is at least 80% of our students. `1a`

🔍 G055305

Targets Supported `1b`

Indicator	Annual Target
CELLA Writing Proficiency	80.0

Resources Available to Support the Goal `2`

- A variety of resources will be used to help increase students achievement in writing, including but not limited to implementation of writers workshop, writing journals, District-mandated writing prompts in grades 3-5, student writing portfolios, conference logs and ongoing teacher feedback to students, small writing skills groups, and etcetera.

Targeted Barriers to Achieving the Goal `3`

- Teachers' knowledge of how to differentiate writing with small group instruction through the use of varied teaching strategies.

- Authentic use of documented assessment data in writing to determine students' progress and academic needs.

Plan to Monitor Progress Toward G14. `8`

Progress toward this goal will be monitored all year long. Focus walks, as well as formal and informal class visits will be conducted during writers workshop.

Person Responsible

Kathy Stalls

Schedule

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

Evidence of Completion

Lesson plans with emphasis on small group writing instruction, writing portfolios, teacher feedback to students, state-mandated Writing results.

G15. To increase science proficiency in grade 5, with at least 80% of our students scoring at or above proficiency (Levels 3, 4 and 5). 1a

G055306

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	80.0

Resources Available to Support the Goal 2

- Science carts for grades 3-5 with various science materials and manipulatives for science inquiry, Interactive Science Journals, Gizmos, and/or Aligned Investigations.

Targeted Barriers to Achieving the Goal 3

- Limited accessibility to materials and needed items for labs/inquiry-based exploration.

- Strategic implementation of Standards in science, with varied teaching strategies.

- Authentic use of data to differentiate meaningful science inquiry.

Plan to Monitor Progress Toward G15. 8

Ensure all items and materials ordered for science classrooms was given to applicable teachers for science instruction.

Person Responsible

Kathy Stalls

Schedule

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

Evidence of Completion

Each science classroom has needed materials for students. Science workshop/Gradual Release Model is implemented with fidelity. Interactive Science Journals are in use and/or science instruction is taught with fidelity. There is evidence of the completion of science labs and science experiments.

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. To decrease non-proficient students by at least 50% within five years by achieving Reading Annual Measurable Objectives in each targeted subgroup including African American. 1

🔍 G055292

G1.B1 Purposeful connection/understanding of student learning styles and intelligences. 2

🔍 B139362

G1.B1.S1 Provide teachers with specific demographic data for students in their classroom (including specific students' names). Ensure teachers are setting reading goals with individual bottom quartile students. Provide additional practice and/or safety nets for struggling readers, including but not limited to small group instruction, guided reading instruction, district/school based reading programs/resources, and/or other applicable teaching techniques. Purposeful differentiated grouping of students, using metacognitive strategies/setting specific reading goals with students that will impact their learning styles and intelligences. 4

🔍 S151401

Strategy Rationale

Action Step 1 5

Track specific subgroups to determine reading improvements during the school year.

Person Responsible

Kathy Stalls

Schedule

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

Evidence of Completion

Test data from Performance Matters, Quarterly Curriculum Review data, and/or grade level reading assessments.

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

There will be an on-going review and implementation of reading instruction for students not making reading proficiency.

Person Responsible

Kathy Stalls

Schedule

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

Evidence of Completion

End of the year assessment results on district and/or state mandated assessments - Florida Standards Assessments.

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

Monitoring of readers workshop will occur. Teachers will monitor specific students who are below reading proficiency, based on AMO subgroup targets.

Person Responsible

Kathy Stalls

Schedule

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

Evidence of Completion

End of the year reading results from district and state mandated assessments - Florida Standards Assessments.

G2. To decrease non-proficient students by at least 50% within five years by achieving Reading Annual Measurable Objectives in each targeted subgroup including White. 1

G055293

G2.B1 Not targeting specific students and/or subgroups who did not meet reading proficiency, based on AMO targets set by the state as reflected in the documentation of student growth based on subgroup relevancy. Purposeful connection/understanding of student learning styles and intelligences. 2

B139363

G2.B1.S1 Provide teachers with specific demographic data for students in their classroom (including specific students' names). Ensure teachers are setting reading goals with individual bottom quartile students. Provide additional practice and/or safety nets for struggling readers, including but not limited to small group instruction, guided reading instruction, district/school based reading programs/resources, and/or other applicable teaching techniques. Purposeful differentiated grouping of students, using metacognitive strategies/setting specific reading goals with students that will impact their learning styles and intelligences. 4

S151402

Strategy Rationale

Action Step 1 5

Teachers must identify and track the reading progress of bottom quartile students in each subgroup. Provide teachers with standardized test data and/or other pertinent data from Performance Matters that will help them target specific students who are not showing proficient growth in reading.

Person Responsible

Kathy Stalls

Schedule

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

Evidence of Completion

Reading demographic data profile for teachers; use of ongoing reading assessment data.

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

Ongoing review and implementation of reading instruction for students not making reading proficiency.

Person Responsible

Kathy Stalls

Schedule

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

Evidence of Completion

End of the year reading assessment results (i-Ready) and/or Florida Standards Assessment data.

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

Ongoing monitoring of readers workshop will take place. Teachers will monitor specific students who are below reading proficiency, based on AMO subgroup targets.

Person Responsible

Kathy Stalls

Schedule

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

Evidence of Completion

End of the year reading results and/or state assessment reading results - i-Ready Reading results / Florida Standards Assessment results.

G3. To decrease non-proficient students by at least 50% within five years by achieving Reading Annual Measurable Objectives in each targeted subgroup including Students with Disabilities. 1

🔑 G055294

G3.B1 Not targeting specific students and/or subgroups who did not meet reading proficiency, based on AMO targets set by the state as reflected in the documentation of student growth based on subgroup relevancy. 2

🔑 B139365

G3.B1.S1 Provide teachers with specific demographic data for students in their classroom (including specific students' names). Ensure teachers are setting reading goals with individual bottom quartile students. Provide additional practice and/or safety nets for struggling readers, including but not limited to small group instruction, guided reading instruction, district/school based reading programs/resources, and/or other applicable teaching techniques. Purposeful differentiated grouping of students, using varied modalities coupled with metacognitive strategies/setting specific reading goals with students that will impact their learning styles and intelligences. 4

🔑 S151404

Strategy Rationale

Action Step 1 5

Teachers must identify and track the reading progress of bottom quartile students in each subgroup. Provide teachers with relevant assessment data (i-Ready and/or CGA) from Performance Matters that will help them target specific students who are not showing proficient growth in reading.

Person Responsible

Kathy Stalls

Schedule

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

Evidence of Completion

Reading demographic data profile for teachers; use of ongoing reading assessment data.

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

Ongoing review and implementation of reading instruction for students not making reading proficiency.

Person Responsible

Kathy Stalls

Schedule

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

Evidence of Completion

End of the year reading assessment results - i-Ready/DAR and/or Florida Standards Assessment data.

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

Ongoing monitoring of readers workshop will take place. Teachers will monitor specific students who are below reading proficiency, based on AMO subgroup targets.

Person Responsible

Kathy Stalls

Schedule

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

Evidence of Completion

End of the year reading results - i-Ready, DAR, and/or Florida Standards Assessments.

G4. To decrease non-proficient students by at least 50% within five years by achieving Reading Annual Measurable Objectives in each targeted subgroup including Economically Disadvantaged. `1`

🔑 G055295

G4.B1 Not targeting specific students and/or subgroups who did not meet reading proficiency, based on AMO targets set by the state as reflected in the documentation of student growth based on subgroup relevancy for each student's connection to what is purposeful and/or meaningful. `2`

🔑 B139367

G4.B1.S1 Provide teachers with specific demographic data for students in their classroom (including specific students' names). Ensure teachers are setting reading goals with individual bottom quartile students. Provide additional practice and/or safety nets for struggling readers, including but not limited to small group instruction, guided reading instruction, teacher/student conferencing, peer-to-peer conferencing, district/school based reading programs/resources, and/or other applicable teaching techniques. Purposeful differentiated grouping of students, using metacognitive strategies/setting specific reading goals with students that will impact their learning styles and intelligences. `4`

🔑 S151405

Strategy Rationale

Action Step 1 `5`

Teachers must identify and track the reading progress of bottom quartile students in each subgroup. Provide teachers with assessment data from Performance Matters and/or standardized test data that will help them target specific students who are not showing proficient growth in reading.

Person Responsible

Kathy Stalls

Schedule

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

Evidence of Completion

Reading demographic data profile for teachers; use of ongoing reading assessment data.

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

Ongoing review and implementation of reading instruction for students not making reading proficiency.

Person Responsible

Kathy Stalls

Schedule

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

Evidence of Completion

End of the year reading assessment results (i-Ready / DAR) and/or Florida Standards Assessment data.

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

Ongoing monitoring of readers workshop will take place. Teachers will monitor specific students who are below reading proficiency, based on AMO subgroup targets.

Person Responsible

Kathy Stalls

Schedule

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

Evidence of Completion

End of the year reading results (i-Ready / DAR) and/or Florida Standards Assessment results.

G5. To decrease non-proficient students by at least 50% within five years by achieving Reading Annual Measurable Objectives in each targeted subgroup including Hispanic. [1]

🔑 G055296

G5.B1 Not targeting specific students and/or subgroups who did not meet reading proficiency, based on AMO targets set by the state as reflected in the documentation of student growth based on cultural relevancy. [2]

🔑 B139369

G5.B1.S1 Provide teachers with specific demographic data for students in their classroom (including specific students' names). Ensure teachers are setting reading goals with individual bottom quartile students. Provide additional practice and/or safety nets for struggling readers, including but not limited to teacher/student conferencing, small group instruction, guided reading instruction, district/school based reading programs/resources, and/or other applicable teaching techniques. Purposeful differentiated grouping of students, using metacognitive strategies/setting specific reading goals with students that will impact their learning styles and intelligences. [4]

🔑 S151406

Strategy Rationale

Action Step 1 [5]

Teachers must identify and track the reading progress of bottom quartile students in each subgroup. Provide teachers with performance data, such as i-Ready / DAR / CGA that will help them target specific students who are not showing proficient growth in reading.

Person Responsible

Kathy Stalls

Schedule

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

Evidence of Completion

Reading demographic data profile for teachers; use of ongoing reading assessment data.

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

Ongoing review and implementation of reading instruction for students not making reading proficiency.

Person Responsible

Kathy Stalls

Schedule

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

Evidence of Completion

End of the year reading assessment results and/or Florida Standards Assessment data.

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

Ongoing monitoring of readers workshop will take place. Teachers will monitor specific students who are below reading proficiency, based on AMO subgroup targets.

Person Responsible

Kathy Stalls

Schedule

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

Evidence of Completion

End of the year reading results, such as i-Ready / DAR / Florida Standards Assessments.

G6. To decrease non-proficient students by at least 50% within five years by achieving Mathematics Annual Measurable Objectives in each targeted subgroup including Economically Disadvantaged. `1`

🔑 G055297

G6.B1 Not targeting specific students and/or subgroups who did not meet math proficiency, based on AMO targets set by the state as reflected in the documentation of student growth based on subgroup relevancy of each student's connection to what is purposeful and/or meaningful. `2`

🔑 B139371

G6.B1.S1 Provide teachers with specific demographic data for students in their classroom. Ensure teachers are setting mathematics goals with individual bottom quartile students. Provide additional practice and/or safety nets for struggling math students, including but not limited to Reflex Math, small group math instruction (including teacher/student conferencing), i-Ready math assessment/resource materials, guided math instruction, and/or other applicable teaching techniques. Strategic differentiated math groups with keen emphasis on teaching targeted math benchmarks to non-proficient students, while tracking students' progress. `4`

🔑 S151407

Strategy Rationale

Action Step 1 `5`

Track specific subgroups to determine math improvements during the school year.

Person Responsible

Kathy Stalls

Schedule

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

Evidence of Completion

Progress and improvements will be reflected in the Florida Standards Assessment results, as well as end of the year math assessments for each subgroup - i-Ready Math and CGAs.

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

Ongoing review and implementation of math instruction for students not making math proficiency.

Person Responsible

Kathy Stalls

Schedule

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

Evidence of Completion

Reflected in Florida Standards Assessment results, as well as end of the year math assessments - i-Ready, Reflex Math, and/or CGAs

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

Quarterly review of math data; collaborative data review; ongoing math data review.

Person Responsible

Kathy Stalls

Schedule

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

Evidence of Completion

End of the year math results, including but not limited to i-Ready Math, Reflex Math, CGAs, and/or Florida Standards Math Assessment.

G7. To decrease non-proficient students by at least 50% within five years by achieving Mathematics Annual Measurable Objectives in each targeted area, inclusive of all students in grades 3, 4 and 5. 1

🔑 G055298

G7.B1 Not targeting specific students and/or subgroups who did not meet math proficiency, based on AMO targets set by the state in an effort to balance skills versus concepts which target a students' zone of proximal development. 2

🔑 B139372

G7.B1.S1 Provide teachers with specific demographic data for students in their classroom. Ensure teachers are setting mathematics goals with individual bottom quartile students. Provide additional practice and/or safety nets for struggling math students, including but not limited to Reflex Math, teacher/ student conferencing, small group math instruction, i-Ready math assessment/resource materials, guided math instruction, and/or other applicable teaching techniques. Strategic differentiated math groups - keen emphasis on teaching specific math benchmarks to non-proficient students. Setting math goals with specific students and tracking student progress as applicable. 4

🔑 S151408

Strategy Rationale

Action Step 1 5

Teachers must identify and track the math progress of bottom quartile students in each subgroup. Provide teachers with data from Performance Matters (i-Ready, Math CGAs) and/or other pertinent data that will help them target specific students who are not showing proficient growth in math.

Person Responsible

Kathy Stalls

Schedule

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

Evidence of Completion

Math demographic data profile for teachers, ongoing analysis of math assessment data.

Plan to Monitor Fidelity of Implementation of G7.B1.S1 6

Ongoing review and implementation of math instruction for students not making math proficiency.

Person Responsible

Kathy Stalls

Schedule

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

Evidence of Completion

End of the year math assessment data, and/or Math CGAs, Reflex Math, Florida Standards Assessments.

Plan to Monitor Effectiveness of Implementation of G7.B1.S1 7

Ongoing monitoring of math workshop will occur. Teachers will need to monitor specific students' progress, especially students who are below math proficiency, based on AMO subgroup targets.

Person Responsible

Kathy Stalls

Schedule

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

Evidence of Completion

End of the year results in mathematics, including but not limited to Math CGAs, Reflex Math, Florida Standards Assessments.

G8. To decrease non-proficient students by at least 50% within five years by achieving Mathematics Annual Measurable Objectives in each targeted subgroup including White. `1`

`G055299`

G8.B1 Not targeting specific students and/or subgroups who did not meet math proficiency, based on AMO targets set by the state, using varied teaching strategies. `2`

`B139375`

G8.B1.S1 Provide teachers with specific demographic data for students in their classroom. Ensure teachers are setting mathematics goals with individual bottom quartile students. Provide additional practice and/or safety nets for struggling math students, including but not limited to Reflex Math, small group math instruction, i-Ready math assessment/resource materials, guided math instruction, and/or other applicable teaching techniques. Strategic differentiated math groups - keen emphasis on teaching specific math benchmarks to non-proficient students; setting math goals with specific students and tracking student progress as applicable in an effort to assist with real-world focus. `4`

`S151410`

Strategy Rationale

Action Step 1 `5`

Teachers must identify and track the math progress of bottom quartile students in each subgroup. Provide teachers with data from Performance Matters (CGAs and i-Ready) and/or other pertinent math data from last year and the current year that will help them target specific students who are not showing proficient growth.

Person Responsible

Kathy Stalls

Schedule

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

Evidence of Completion

Math demographic data profile for teachers, ongoing analysis of math assessment data.

Plan to Monitor Fidelity of Implementation of G8.B1.S1 `6`

Ongoing review and implementation of math instruction for students not making math proficiency.

Person Responsible

Kathy Stalls

Schedule

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

Evidence of Completion

End of the year math assessment data, and/or i-Ready, CGAs and Florida Standards Assessment data.

Plan to Monitor Effectiveness of Implementation of G8.B1.S1 `7`

Ongoing monitoring of math workshop will occur. Teachers will need to monitor specific students' progress, especially students who are below math proficiency, based on AMO subgroup targets.

Person Responsible

Kathy Stalls

Schedule

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

Evidence of Completion

End of the year results in mathematics, including but not limited to CGAs, Reflex Math, and Florida Standards Assessment data.

G9. To decrease non-proficient students by at least 50% within five years by achieving Mathematics Annual Measurable Objectives in each targeted subgroup including Black. `1`

🔍 G055300

G9.B1 Not targeting specific students and/or subgroups who did not meet math proficiency, based on AMO targets set by the state, as it relates to students' academic needs. `2`

🔍 B139378

G9.B1.S1 Provide teachers with specific demographic data for students in their classroom. Ensure teachers are setting mathematics goals with individual bottom quartile students. Provide additional practice and/or safety nets for struggling math students, including but not limited to Reflex Math, teacher/ student conferencing, small group math instruction, i-Ready math assessment/resource materials, guided math instruction, and/or other applicable teaching techniques. Strategic differentiated math groups - keen emphasis on teaching specific math benchmarks to non-proficient students; setting math goals with specific students and tracking student progress as applicable. `4`

🔍 S151411

Strategy Rationale

Action Step 1 `5`

Teachers must identify and track the math progress of bottom quartile students in each subgroup. Provide teachers with last year's FCAT 2.0 data and/or other pertinent data (i-Ready, CGAs) that will help them target specific students who are not showing proficient growth in math.

Person Responsible

Kathy Stalls

Schedule

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

Evidence of Completion

Math demographic data profile for teachers, ongoing analysis of math assessment data.

Plan to Monitor Fidelity of Implementation of G9.B1.S1 `6`

Ongoing review and implementation of math instruction for students not making math proficiency.

Person Responsible

Kathy Stalls

Schedule

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

Evidence of Completion

End of the year math assessment data, including but not limited to CGAs, i-Ready Math, Reflex Math, and Florida Standards Assessment in Math.

Plan to Monitor Effectiveness of Implementation of G9.B1.S1 `7`

Ongoing monitoring of math workshop will occur. Teachers will need to monitor specific students' progress, especially students who are below math proficiency, based on AMO subgroup targets.

Person Responsible

Kathy Stalls

Schedule

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

Evidence of Completion

EEnd of the year results in mathematics, including but not limited to CGAs, Reflex Math, and Florida Standards Assessment data.

G10. To decrease non-proficient students by at least 50% within five years by achieving Mathematics Annual Measurable Objectives in each targeted subgroup including Hispanic. 1

G055301

G10.B1 Not targeting specific students and/or subgroups who did not meet math proficiency, based on AMO targets set by the state as it pertains to cultural relevancy. 2

B139381

G10.B1.S1 Provide teachers with specific demographic data for students in their classroom. Ensure teachers are setting mathematics goals with individual bottom quartile students. Ensure teachers are using appropriate ELL strategies for applicable ESOL students. Provide additional practice and/or safety nets for struggling math students, including but not limited to Reflex Math, teacher/student conferencing, peer-to-peer grouping with feedback, small group math instruction, i-Ready math assessment/resource materials, guided math instruction, and/or other applicable teaching techniques. Strategic differentiated math groups, with a keen emphasis on teaching specific math benchmarks to non-proficient students; setting math goals with specific students and tracking student progress as applicable. 4

S151412

Strategy Rationale

Action Step 1 5

Teachers must identify and track the math progress of bottom quartile students in each subgroup. Provide teachers with last year's FCAT 2.0 data and/or other pertinent data (i-Ready Math, Reflex Math, CGAs) that will help them target specific students who are not showing proficient growth in math.

Person Responsible

Kathy Stalls

Schedule

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

Evidence of Completion

Math demographic data profile for teachers, ongoing analysis of math assessment data.

Plan to Monitor Fidelity of Implementation of G10.B1.S1 `6`

Ongoing review and implementation of math instruction for students not making math proficiency.

Person Responsible

Kathy Stalls

Schedule

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

Evidence of Completion

End of the year results in mathematics, including but not limited to CGAs, Reflex Math, and Florida Standards Assessment data.

Plan to Monitor Effectiveness of Implementation of G10.B1.S1 `7`

Ongoing monitoring of math workshop will occur. Teachers will need to monitor specific students' progress, especially students who are below math proficiency, based on AMO subgroup targets.

Person Responsible

Kathy Stalls

Schedule

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

Evidence of Completion

End of the year results in mathematics, including but not limited to CGAs, Reflex Math, and Florida Standards Assessment data.

G11. To decrease non-proficient students by at least 50% within five years by achieving Mathematics Annual Measurable Objectives in each targeted subgroup including Students with Disabilities. 1

G055302

G11.B1 Not targeting specific students and/or subgroups who did not meet math proficiency, based on AMO targets set by the state, with the use of varied and frequent methods of assessment/feedback. 2

B139385

G11.B1.S1 Provide teachers with specific demographic data for students in their classroom. Ensure teachers are setting mathematics goals with individual bottom quartile students. Provide additional practice and/or safety nets for struggling math students, including but not limited to Reflex Math, teacher/ student conferencing, peer-to-peer conferencing and feedback, small group math instruction, i-Ready math assessment/resource materials, guided math instruction, and/or other applicable teaching techniques. Strategic differentiated math groups with a keen emphasis on teaching specific math benchmarks to non-proficient students; setting math goals with specific students and tracking student progress daily/weekly as applicable. 4

S151413

Strategy Rationale

Action Step 1 5

Teachers must identify and track the math progress of bottom quartile students in each subgroup. Provide teachers with last year's FCAT 2.0 data and/or other pertinent data, such as i-Ready, CGAs, and Reflex Math that will help them target specific students who are not showing proficient growth in math.

Person Responsible

Kathy Stalls

Schedule

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

Evidence of Completion

Math demographic data profile for teachers, ongoing analysis of math assessment data.

Plan to Monitor Fidelity of Implementation of G11.B1.S1 `6`

Ongoing review and implementation of math instruction for students not making math proficiency.

Person Responsible

Kathy Stalls

Schedule

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

Evidence of Completion

End of the year results in mathematics, including but not limited to CGAs, Reflex Math, and Florida Standards Assessment data.

Plan to Monitor Effectiveness of Implementation of G11.B1.S1 `7`

Ongoing monitoring of math workshop will occur. Teachers will need to monitor specific students' progress, especially students who are below math proficiency, based on AMO subgroup targets.

Person Responsible

Kathy Stalls

Schedule

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

Evidence of Completion

End of the year results in mathematics, including but not limited to CGAs, Reflex Math, and Florida Standards Assessment data.

G12. To increase the number of students at or above proficiency to at least 82% (FCAT 2.0 Levels 3, 4, and/or 5) in Reading. 1

G055303

G12.B1 Learner's limited ability to process higher level question stems. 2

B139388

G12.B1.S1 Increase the use of moderate and high complexity questions and activities for students in daily workshop expectations and on assessments. Provide students with opportunities to practice answering moderate to high level questions with feedback. Increase the use of teacher read aloud/ guided reading groups with pauses for teacher questions/statements/responses for think alouds using moderate to higher level questioning. 4

S151414

Strategy Rationale

Action Step 1 5

Incorporate the use of Webb's Depth of Knowledge, as well as Student Work Protocols. Teachers will use instructional resources to develop their own moderate/high complexity level questions. Teachers will increase their use of moderate/high complexity level questions in classroom reading activities, as well as reading assessments.

Person Responsible

Kathy Stalls

Schedule

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

Evidence of Completion

Reading charts created during the school year, resources used in class by teachers and/or students.

Plan to Monitor Fidelity of Implementation of G12.B1.S1 6

Classroom instruction will be monitored throughout the school year.

Person Responsible

Kathy Stalls

Schedule

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

Evidence of Completion

Ongoing reading progression to meet this goal and/or end of the year results - i-Ready, DAR, CGAs, and Florida Standards Assessment in Reading.

Plan to Monitor Effectiveness of Implementation of G12.B1.S1 [7]

Ongoing student assessments will be evaluated to determine the effectiveness of this reading goal.

Person Responsible

Kathy Stalls

Schedule

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

Evidence of Completion

End of the year results, including but not limited to Florida Standards Assessment results, DAR, i-Ready Reading and/or CGAs.

G13. To increase the number of students to at least 80% at or above proficiency (FCAT 2.0 Levels 3, 4, and/or 5) in Mathematics. [1]

🔍 G055304

G13.B1 As we transition from Next Generation Sunshine State Standards to full implementation of Florida Math Standards, we must ensure we have a balanced use of Math Investigations and Envisions for instructional practices that provide varied/frequent methods and assessment and feedback. [2]

🔍 B139391

G13.B1.S1 Implementation of Math Workshop with fidelity and consistency, along with the Gradual Release Model and Interactive Math Journals. Use leveled activities/materials available in enVisions to differentiate instruction/home learning. [4]

🔍 S151415

Strategy Rationale

Action Step 1 [5]

Ensure math teachers have the resources needed - enVisions resources and Math Investigations kits.

Person Responsible

Kathy Stalls

Schedule

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

Evidence of Completion

Math results including but not limited to Math Curriculum Guide Assessments each quarter, FCAT 2.0 math results.

Plan to Monitor Fidelity of Implementation of G13.B1.S1 `6`

Classroom visits and observations will be conducted the duration of the school year to ensure valid implementation.

Person Responsible

Kathy Stalls

Schedule

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

Evidence of Completion

Ongoing math progression to meet this goal and/or end of the year results.

Plan to Monitor Effectiveness of Implementation of G13.B1.S1 `7`

Ongoing student assessments will be evaluated to determine the effectiveness of this math goal.

Person Responsible

Kathy Stalls

Schedule

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

Evidence of Completion

End of the year results, including but not limited to 2014 FCAT 2.0 math results.

G14. To increase writing proficiency in all grade levels (inclusive of English Language Learners), with an emphasis on increasing fourth grade FCAT 2.0 Writing results with more students achieving a writing score of 3.5 or above, which is at least 80% of our students. 1

G055305

G14.B1 Teachers' knowledge of how to differentiate writing with small group instruction through the use of varied teaching strategies. 2

B139394

G14.B1.S1 Teachers plan together as they Look at Student Work (LASW), as well as learn about work protocols, to develop strategies for meeting with students and conferencing with them about their writing progress. Teachers include time during writers workshop to conference with students who need additional writing support. 4

S151416

Strategy Rationale

Action Step 1 5

Teachers meet with students in small groups or one-on-one to provide feedback and support to students during writers workshop - implement Write to Learn in grade 5.

Person Responsible

Kathy Stalls

Schedule

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

Evidence of Completion

Ongoing writing results, including District writing prompts, and/or other writing artifacts.

Plan to Monitor Fidelity of Implementation of G14.B1.S1 6

Classroom instruction will be monitored during the course of the school year.

Person Responsible

Kathy Stalls

Schedule

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

Evidence of Completion

Ongoing writing progression to meet this goal and/or end of the year state assessment results (Florida Writing Assessment).

Plan to Monitor Effectiveness of Implementation of G14.B1.S1 `7`

Student assessments will be monitored and evaluated to determine instructional effectiveness. In addition, classroom visits during writing instruction will be done.

Person Responsible

Kathy Stalls

Schedule

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

Evidence of Completion

Lesson plans with an indication of students who were given additional writing support.

G15. To increase science proficiency in grade 5, with at least 80% of our students scoring at or above proficiency (Levels 3, 4 and 5). `1`

🔍 G055306

G15.B1 Limited accessibility to materials and needed items for labs/inquiry-based exploration. `2`

🔍 B139396

G15.B1.S1 Conduct an inventory of science equipment and resources and determine what resources/materials are needed to successfully implement science instruction. Implementation of Interactive Science Journals to facilitate inquiry methodologies, coupled with the Gradual Release Model. Incorporate science labs (weekly) as a means of making real-world connections and further developing higher order skills. Use assessment data to drive instruction and address science benchmarks. `4`

🔍 S151417

Strategy Rationale

Action Step 1 `5`

Survey science classrooms to determine what resources we currently have, versus the resources needed to fully implement science instruction. Order needed science materials for each applicable grade level and/or classroom. Monitor the implementation of Science instruction, with an emphasis in the use of the Gradual Release Model.

Person Responsible

Kathy Stalls

Schedule

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

Evidence of Completion

Full implementation of science lab/science workshop in every applicable classroom.

Plan to Monitor Fidelity of Implementation of G15.B1.S1 `6`

Ensure each science classroom contains materials and resources needed to implement science workshop.

Person Responsible

Kathy Stalls

Schedule

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

Evidence of Completion

Science labs, experiments, Interactive Science Journals, implementation of science workshop with fidelity.

Plan to Monitor Effectiveness of Implementation of G15.B1.S1 `7`

Strategies will be monitored for effectiveness with ongoing classroom visits during science workshop to ensure full implementation of science curriculum at each grade level.

Person Responsible

Kathy Stalls

Schedule

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

Evidence of Completion

Each classroom has the science materials and resources needed to implement science workshop with fidelity. Evidence of the completion of science experiments and labs.

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	Track specific subgroups to determine reading improvements during the school year.	Stalls, Kathy	8/18/2014	Test data from Performance Matters, Quarterly Curriculum Review data, and/ or grade level reading assessments.	6/5/2015 monthly
G2.B1.S1.A1	Teachers must identify and track the reading progress of bottom quartile students in each subgroup. Provide teachers with standardized test data and/or other pertinent data from Performance Matters that will help them target specific students who are not showing proficient growth in reading.	Stalls, Kathy	8/18/2014	Reading demographic data profile for teachers; use of ongoing reading assessment data.	6/5/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S1.A1	Teachers must identify and track the reading progress of bottom quartile students in each subgroup. Provide teachers with relevant assessment data (i-Ready and/or CGA) from Performance Matters that will help them target specific students who are not showing proficient growth in reading.	Stalls, Kathy	8/18/2014	Reading demographic data profile for teachers; use of ongoing reading assessment data.	6/5/2015 monthly
G4.B1.S1.A1	Teachers must identify and track the reading progress of bottom quartile students in each subgroup. Provide teachers with assessment data from Performance Matters and/or standardized test data that will help them target specific students who are not showing proficient growth in reading.	Stalls, Kathy	8/18/2014	Reading demographic data profile for teachers; use of ongoing reading assessment data.	6/5/2015 monthly
G5.B1.S1.A1	Teachers must identify and track the reading progress of bottom quartile students in each subgroup. Provide teachers with performance data, such as i-Ready / DAR / CGA that will help them target specific students who are not showing proficient growth in reading.	Stalls, Kathy	8/18/2014	Reading demographic data profile for teachers; use of ongoing reading assessment data.	6/5/2015 monthly
G6.B1.S1.A1	Track specific subgroups to determine math improvements during the school year.	Stalls, Kathy	8/18/2014	Progress and improvements will be reflected in the Florida Standards Assessment results, as well as end of the year math assessments for each subgroup - i-Ready Math and CGAs.	6/5/2015 monthly
G7.B1.S1.A1	Teachers must identify and track the math progress of bottom quartile students in each subgroup. Provide teachers with data from Performance Matters (i-Ready, Math CGAs) and/or other pertinent data that will help them target specific students who are not showing proficient growth in math.	Stalls, Kathy	8/18/2014	Math demographic data profile for teachers, ongoing analysis of math assessment data.	6/5/2015 monthly
G8.B1.S1.A1	Teachers must identify and track the math progress of bottom quartile students in each subgroup. Provide teachers with data from Performance Matters (CGAs and i-Ready) and/or other pertinent math data from last year and the current year that will help them target specific students who are not showing proficient growth.	Stalls, Kathy	8/18/2014	Math demographic data profile for teachers, ongoing analysis of math assessment data.	6/5/2015 monthly
G9.B1.S1.A1	Teachers must identify and track the math progress of bottom quartile students in each subgroup. Provide teachers with last year's FCAT 2.0 data and/or other pertinent data (i-Ready, CGAs) that will help them target specific students who are not showing proficient growth in math.	Stalls, Kathy	8/18/2014	Math demographic data profile for teachers, ongoing analysis of math assessment data.	6/5/2015 monthly
G10.B1.S1.A1	Teachers must identify and track the math progress of bottom quartile students in each subgroup. Provide teachers with last year's FCAT 2.0 data and/or other pertinent data (i-Ready Math, Reflex Math, CGAs) that will help them target specific students who are not showing proficient growth in math.	Stalls, Kathy	8/18/2014	Math demographic data profile for teachers, ongoing analysis of math assessment data.	6/5/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G11.B1.S1.A1	Teachers must identify and track the math progress of bottom quartile students in each subgroup. Provide teachers with last year's FCAT 2.0 data and/or other pertinent data, such as i-Ready, CGAs, and Reflex Math that will help them target specific students who are not showing proficient growth in math.	Stalls, Kathy	8/18/2014	Math demographic data profile for teachers, ongoing analysis of math assessment data.	6/5/2015 monthly
G12.B1.S1.A1	Incorporate the use of Webb's Depth of Knowledge, as well as Student Work Protocols. Teachers will use instructional resources to develop their own moderate/high complexity level questions. Teachers will increase their use of moderate/high complexity level questions in classroom reading activities, as well as reading assessments.	Stalls, Kathy	8/18/2014	Reading charts created during the school year, resources used in class by teachers and/or students.	6/5/2015 monthly
G13.B1.S1.A1	Ensure math teachers have the resources needed - enVisions resources and Math Investigations kits.	Stalls, Kathy	8/18/2014	Math results including but not limited to Math Curriculum Guide Assessments each quarter, FCAT 2.0 math results.	6/5/2015 monthly
G14.B1.S1.A1	Teachers meet with students in small groups or one-on-one to provide feedback and support to students during writers workshop - implement Write to Learn in grade 5.	Stalls, Kathy	8/18/2014	Ongoing writing results, including District writing prompts, and/or other writing artifacts.	6/5/2015 monthly
G15.B1.S1.A1	Survey science classrooms to determine what resources we currently have, versus the resources needed to fully implement science instruction. Order needed science materials for each applicable grade level and/or classroom. Monitor the implementation of Science instruction, with an emphasis in the use of the Gradual Release Model.	Stalls, Kathy	8/18/2014	Full implementation of science lab/ science workshop in every applicable classroom.	6/5/2015 monthly
G1.MA1	i-Ready Reading results, along with reading curriculum assessments (formative and summative) will be collected and reviewed. Any additional reading assessment data that could be used to track students' progress will be collected.	Stalls, Kathy	8/18/2014	Formative and summative reading assessment results - end of the year Florida Standards Assessments data.	6/5/2015 monthly
G1.B1.S1.MA1	Monitoring of readers workshop will occur. Teachers will monitor specific students who are below reading proficiency, based on AMO subgroup targets.	Stalls, Kathy	8/18/2014	End of the year reading results from district and state mandated assessments - Florida Standards Assessments.	6/5/2015 monthly
G1.B1.S1.MA1	There will be an on-going review and implementation of reading instruction for students not making reading proficiency.	Stalls, Kathy	8/18/2014	End of the year assessment results on district and/or state mandated assessments - Florida Standards Assessments.	6/5/2015 monthly
G2.MA1	Track specific subgroups to determine reading improvements during the school year.	Stalls, Kathy	8/18/2014	End of the year reading results, AMO reading goals met in each subgroup and/or state assessment results - Florida Standards Assessment scores.	6/5/2015 monthly
G2.B1.S1.MA1	Ongoing monitoring of readers workshop will take place. Teachers will monitor specific students who are below reading proficiency, based on AMO subgroup targets.	Stalls, Kathy	8/18/2014	End of the year reading results and/or state assessment reading results - i-Ready Reading results / Florida Standards Assessment results.	6/5/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.MA1	Ongoing review and implementation of reading instruction for students not making reading proficiency.	Stalls, Kathy	8/18/2014	End of the year reading assessment results (i-Ready) and/or Florida Standards Assessment data.	6/5/2015 monthly
G3.MA1	Track specific subgroups to determine reading improvements during the school year.	Stalls, Kathy	8/18/2014	End of the year reading results, AMO reading goals met in each subgroup and/or Florida Standards Assessment results.	6/5/2015 monthly
G3.B1.S1.MA1	Ongoing monitoring of readers workshop will take place. Teachers will monitor specific students who are below reading proficiency, based on AMO subgroup targets.	Stalls, Kathy	8/18/2014	End of the year reading results - i-Ready, DAR, and/or Florida Standards Assessments.	6/5/2015 monthly
G3.B1.S1.MA1	Ongoing review and implementation of reading instruction for students not making reading proficiency.	Stalls, Kathy	8/18/2014	End of the year reading assessment results - i-Ready/DAR and/or Florida Standards Assessment data.	6/5/2015 monthly
G4.MA1	Track specific subgroups to determine reading improvements during the school year.	Stalls, Kathy	8/18/2014	End of the year reading results, AMO reading goals met in each subgroup, i-Ready, DAR, and Florida Reading Assessment results.	6/5/2015 monthly
G4.B1.S1.MA1	Ongoing monitoring of readers workshop will take place. Teachers will monitor specific students who are below reading proficiency, based on AMO subgroup targets.	Stalls, Kathy	8/18/2014	End of the year reading results (i-Ready / DAR) and/or Florida Standards Assessment results.	6/5/2015 monthly
G4.B1.S1.MA1	Ongoing review and implementation of reading instruction for students not making reading proficiency.	Stalls, Kathy	8/18/2014	End of the year reading assessment results (i-Ready / DAR) and/or Florida Standards Assessment data.	6/5/2015 monthly
G5.MA1	Track specific subgroups to determine reading improvements during the school year.	Stalls, Kathy	8/18/2014	End of the year reading results, such as i-Ready, DAR, and Florida Standards Assessment data.	6/5/2015 monthly
G5.B1.S1.MA1	Ongoing monitoring of readers workshop will take place. Teachers will monitor specific students who are below reading proficiency, based on AMO subgroup targets.	Stalls, Kathy	8/18/2014	End of the year reading results, such as i-Ready / DAR / Florida Standards Assessments.	6/5/2015 monthly
G5.B1.S1.MA1	Ongoing review and implementation of reading instruction for students not making reading proficiency.	Stalls, Kathy	8/18/2014	End of the year reading assessment results and/or Florida Standards Assessment data.	6/5/2015 monthly
G6.MA1	Track specific subgroups to determine math improvements during the school year.	Stalls, Kathy	8/18/2014	Progress and improvements will be reflected in the end of the year math results for each subgroup, such as i-Ready Math, CGAs, Reflex Math, and Florida Standards Assessments.	6/5/2015 monthly
G6.B1.S1.MA1	Quarterly review of math data; collaborative data review; ongoing math data review.	Stalls, Kathy	8/18/2014	End of the year math results, including but not limited to i-Ready Math, Reflex Math, CGAs, and/or Florida Standards Math Assessment.	6/5/2015 monthly
G6.B1.S1.MA1	Ongoing review and implementation of math instruction for students not making math proficiency.	Stalls, Kathy	8/18/2014	Reflected in Florida Standards Assessment results, as well as end of the year math assessments - i-Ready, Reflex Math, and/or CGAs	6/5/2015 monthly
G7.MA1	Track specific subgroups to determine math improvements during the school year.	Stalls, Kathy	8/18/2014	Progress and improvements will be reflected in the math results (Reflex Math, CGAs, Florida Standards Assessment), as well as other end of the year math assessments for each subgroup.	6/5/2015 monthly
G7.B1.S1.MA1	Ongoing monitoring of math workshop will occur. Teachers will need to monitor specific students' progress, especially students who are below math	Stalls, Kathy	8/18/2014	End of the year results in mathematics, including but not limited to Math CGAs, Reflex Math, Florida Standards Assessments.	6/5/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	proficiency, based on AMO subgroup targets.				
G7.B1.S1.MA1	Ongoing review and implementation of math instruction for students not making math proficiency.	Stalls, Kathy	8/18/2014	End of the year math assessment data, and/or Math CGAs, Reflex Math, Florida Standards Assessments.	6/5/2015 monthly
G8.MA1	Track specific subgroups to determine math improvements during the school year.	Stalls, Kathy	8/18/2014	End of the year results in mathematics, including but not limited to CGAs, Reflex Math, and Florida Standards Assessment data.	6/5/2015 monthly
G8.B1.S1.MA1	Ongoing monitoring of math workshop will occur. Teachers will need to monitor specific students' progress, especially students who are below math proficiency, based on AMO subgroup targets.	Stalls, Kathy	8/18/2014	End of the year results in mathematics, including but not limited to CGAs, Reflex Math, and Florida Standards Assessment data.	6/5/2015 monthly
G8.B1.S1.MA1	Ongoing review and implementation of math instruction for students not making math proficiency.	Stalls, Kathy	8/18/2014	End of the year math assessment data, and/or i-Ready, CGAs and Florida Standards Assessment data.	6/5/2015 monthly
G9.MA1	Track specific subgroups to determine math improvements during the school year.	Stalls, Kathy	8/18/2014	End of the year results in mathematics, including but not limited to CGAs, Reflex Math, and Florida Standards Assessment data.	6/5/2015 monthly
G9.B1.S1.MA1	Ongoing monitoring of math workshop will occur. Teachers will need to monitor specific students' progress, especially students who are below math proficiency, based on AMO subgroup targets.	Stalls, Kathy	8/18/2014	EEnd of the year results in mathematics, including but not limited to CGAs, Reflex Math, and Florida Standards Assessment data.	6/5/2015 monthly
G9.B1.S1.MA1	Ongoing review and implementation of math instruction for students not making math proficiency.	Stalls, Kathy	8/18/2014	End of the year math assessment data, including but not limited to CGAs, i-Ready Math, Reflex Math, and Florida Standards Assessment in Math.	6/5/2015 monthly
G10.MA1	Track specific subgroups to determine math improvements during the school year.	Stalls, Kathy	8/18/2014	End of the year results in mathematics, including but not limited to CGAs, Reflex Math, and Florida Standards Assessment data.	6/5/2015 monthly
G10.B1.S1.MA1	Ongoing monitoring of math workshop will occur. Teachers will need to monitor specific students' progress, especially students who are below math proficiency, based on AMO subgroup targets.	Stalls, Kathy	8/18/2014	End of the year results in mathematics, including but not limited to CGAs, Reflex Math, and Florida Standards Assessment data.	6/5/2015 monthly
G10.B1.S1.MA1	Ongoing review and implementation of math instruction for students not making math proficiency.	Stalls, Kathy	8/18/2014	End of the year results in mathematics, including but not limited to CGAs, Reflex Math, and Florida Standards Assessment data.	6/5/2015 monthly
G11.MA1	Track specific subgroups to determine math improvements during the school year.	Stalls, Kathy	8/18/2014	End of the year results in mathematics, including but not limited to CGAs, Reflex Math, and Florida Standards Assessment data.	6/5/2015 monthly
G11.B1.S1.MA1	Ongoing monitoring of math workshop will occur. Teachers will need to monitor specific students' progress, especially students who are below math proficiency, based on AMO subgroup targets.	Stalls, Kathy	8/18/2014	End of the year results in mathematics, including but not limited to CGAs, Reflex Math, and Florida Standards Assessment data.	6/5/2015 monthly
G11.B1.S1.MA1	Ongoing review and implementation of math instruction for students not making math proficiency.	Stalls, Kathy	8/18/2014	End of the year results in mathematics, including but not limited to CGAs, Reflex Math, and Florida Standards Assessment data.	6/5/2015 monthly
G12.MA1	Through early dismissal meetings and professional development, reading	Stalls, Kathy	8/18/2014	End of the year results in reading, including but not limited to CGAs, i-	6/5/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	teachers will be able to share progress towards meeting this reading goal.			Ready and DAR, and Florida Standards Assessment data.	
G12.B1.S1.MA1	Ongoing student assessments will be evaluated to determine the effectiveness of this reading goal.	Stalls, Kathy	8/18/2014	End of the year results, including but not limited to Florida Standards Assessment results, DAR, i-Ready Reading and/or CGAs.	6/5/2015 monthly
G12.B1.S1.MA1	Classroom instruction will be monitored throughout the school year.	Stalls, Kathy	8/18/2014	Ongoing reading progression to meet this goal and/or end of the year results - i-Ready, DAR, CGAs, and Florida Standards Assessment in Reading.	6/5/2015 monthly
G13.MA1	Student assessments will be evaluated and results monitored to determine math progress.	Stalls, Kathy	8/18/2014	FCAT 2.0 math results at the end of the school year, along with other data resources such as the Interactive Math Journals, i-Ready results, Math Curriculum Assessments, and/or etcetera.	6/5/2015 monthly
G13.B1.S1.MA1	Ongoing student assessments will be evaluated to determine the effectiveness of this math goal.	Stalls, Kathy	8/18/2014	End of the year results, including but not limited to 2014 FCAT 2.0 math results.	6/5/2015 monthly
G13.B1.S1.MA1	Classroom visits and observations will be conducted the duration of the school year to ensure valid implementation.	Stalls, Kathy	8/18/2014	Ongoing math progression to meet this goal and/or end of the year results.	6/5/2015 monthly
G14.MA1	Progress toward this goal will be monitored all year long. Focus walks, as well as formal and informal class visits will be conducted during writers workshop.	Stalls, Kathy	8/18/2014	Lesson plans with emphasis on small group writing instruction, writing portfolios, teacher feedback to students, state-mandated Writing results.	6/5/2015 monthly
G14.B1.S1.MA1	Student assessments will be monitored and evaluated to determine instructional effectiveness. In addition, classroom visits during writing instruction will be done.	Stalls, Kathy	8/18/2014	Lesson plans with an indication of students who were given additional writing support.	6/5/2015 monthly
G14.B1.S1.MA1	Classroom instruction will be monitored during the course of the school year.	Stalls, Kathy	8/18/2014	Ongoing writing progression to meet this goal and/or end of the year state assessment results (Florida Writing Assessment).	6/5/2015 monthly
G15.MA1	Ensure all items and materials ordered for science classrooms was given to applicable teachers for science instruction.	Stalls, Kathy	8/18/2014	Each science classroom has needed materials for students. Science workshop/Gradual Release Model is implemented with fidelity. Interactive Science Journals are in use and/or science instruction is taught with fidelity. There is evidence of the completion of science labs and science experiments.	6/5/2015 monthly
G15.B1.S1.MA1	Strategies will be monitored for effectiveness with ongoing classroom visits during science workshop to ensure full implementation of science curriculum at each grade level.	Stalls, Kathy	8/18/2014	Each classroom has the science materials and resources needed to implement science workshop with fidelity. Evidence of the completion of science experiments and labs.	6/5/2015 monthly
G15.B1.S1.MA1	Ensure each science classroom contains materials and resources needed to implement science workshop.	Stalls, Kathy	8/18/2014	Science labs, experiments, Interactive Science Journals, implementation of science workshop with fidelity.	6/5/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportuntities

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

G2. To decrease non-proficient students by at least 50% within five years by achieving Reading Annual Measurable Objectives in each targeted subgroup including White.

G2.B1 Not targeting specific students and/or subgroups who did not meet reading proficiency, based on AMO targets set by the state as reflected in the documentation of student growth based on subgroup relevancy. Purposeful connection/understanding of student learning styles and intelligences.

G2.B1.S1 Provide teachers with specific demographic data for students in their classroom (including specific students' names). Ensure teachers are setting reading goals with individual bottom quartile students. Provide additional practice and/or safety nets for struggling readers, including but not limited to small group instruction, guided reading instruction, district/school based reading programs/resources, and/or other applicable teaching techniques. Purposeful differentiated grouping of students, using metacognitive strategies/setting specific reading goals with students that will impact their learning styles and intelligences.

PD Opportunity 1

Teachers must identify and track the reading progress of bottom quartile students in each subgroup. Provide teachers with standardized test data and/or other pertinent data from Performance Matters that will help them target specific students who are not showing proficient growth in reading.

Facilitator

District Reading Coaches, and/or Lead ELA Teachers

Participants

Reading and ELA Teachers

Schedule

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

G3. To decrease non-proficient students by at least 50% within five years by achieving Reading Annual Measurable Objectives in each targeted subgroup including Students with Disabilities.

G3.B1 Not targeting specific students and/or subgroups who did not meet reading proficiency, based on AMO targets set by the state as reflected in the documentation of student growth based on subgroup relevancy.

G3.B1.S1 Provide teachers with specific demographic data for students in their classroom (including specific students' names). Ensure teachers are setting reading goals with individual bottom quartile students. Provide additional practice and/or safety nets for struggling readers, including but not limited to small group instruction, guided reading instruction, district/school based reading programs/resources, and/or other applicable teaching techniques. Purposeful differentiated grouping of students, using varied modalities coupled with metacognitive strategies/setting specific reading goals with students that will impact their learning styles and intelligences.

PD Opportunity 1

Teachers must identify and track the reading progress of bottom quartile students in each subgroup. Provide teachers with relevant assessment data (i-Ready and/or CGA) from Performance Matters that will help them target specific students who are not showing proficient growth in reading.

Facilitator

District Reading Coaches, and/or Lead ELA Teachers

Participants

Reading and ELA Teachers

Schedule

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

G4. To decrease non-proficient students by at least 50% within five years by achieving Reading Annual Measurable Objectives in each targeted subgroup including Economically Disadvantaged.

G4.B1 Not targeting specific students and/or subgroups who did not meet reading proficiency, based on AMO targets set by the state as reflected in the documentation of student growth based on subgroup relevancy for each student's connection to what is purposeful and/or meaningful.

G4.B1.S1 Provide teachers with specific demographic data for students in their classroom (including specific students' names). Ensure teachers are setting reading goals with individual bottom quartile students. Provide additional practice and/or safety nets for struggling readers, including but not limited to small group instruction, guided reading instruction, teacher/student conferencing, peer-to-peer conferencing, district/school based reading programs/resources, and/or other applicable teaching techniques. Purposeful differentiated grouping of students, using metacognitive strategies/setting specific reading goals with students that will impact their learning styles and intelligences.

PD Opportunity 1

Teachers must identify and track the reading progress of bottom quartile students in each subgroup. Provide teachers with assessment data from Performance Matters and/or standardized test data that will help them target specific students who are not showing proficient growth in reading.

Facilitator

District Reading Coaches, and/or Lead ELA Teachers

Participants

Reading and ELA Teachers

Schedule

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

G5. To decrease non-proficient students by at least 50% within five years by achieving Reading Annual Measurable Objectives in each targeted subgroup including Hispanic.

G5.B1 Not targeting specific students and/or subgroups who did not meet reading proficiency, based on AMO targets set by the state as reflected in the documentation of student growth based on cultural relevancy.

G5.B1.S1 Provide teachers with specific demographic data for students in their classroom (including specific students' names). Ensure teachers are setting reading goals with individual bottom quartile students. Provide additional practice and/or safety nets for struggling readers, including but not limited to teacher/student conferencing, small group instruction, guided reading instruction, district/school based reading programs/resources, and/or other applicable teaching techniques. Purposeful differentiated grouping of students, using metacognitive strategies/setting specific reading goals with students that will impact their learning styles and intelligences.

PD Opportunity 1

Teachers must identify and track the reading progress of bottom quartile students in each subgroup. Provide teachers with performance data, such as i-Ready / DAR / CGA that will help them target specific students who are not showing proficient growth in reading.

Facilitator

District Reading Coaches, and/or Lead ELA Teachers

Participants

Reading and ELA Teachers

Schedule

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

G6. To decrease non-proficient students by at least 50% within five years by achieving Mathematics Annual Measurable Objectives in each targeted subgroup including Economically Disadvantaged.

G6.B1 Not targeting specific students and/or subgroups who did not meet math proficiency, based on AMO targets set by the state as reflected in the documentation of student growth based on subgroup relevancy of each student's connection to what is purposeful and/or meaningful.

G6.B1.S1 Provide teachers with specific demographic data for students in their classroom. Ensure teachers are setting mathematics goals with individual bottom quartile students. Provide additional practice and/or safety nets for struggling math students, including but not limited to Reflex Math, small group math instruction (including teacher/student conferencing), i-Ready math assessment/resource materials, guided math instruction, and/or other applicable teaching techniques. Strategic differentiated math groups with keen emphasis on teaching targeted math benchmarks to non-proficient students, while tracking students' progress.

PD Opportunity 1

Track specific subgroups to determine math improvements during the school year.

Facilitator

District Math Coach, Lead Math Teachers

Participants

Classroom Teachers

Schedule

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

G7. To decrease non-proficient students by at least 50% within five years by achieving Mathematics Annual Measurable Objectives in each targeted area, inclusive of all students in grades 3, 4 and 5.

G7.B1 Not targeting specific students and/or subgroups who did not meet math proficiency, based on AMO targets set by the state in an effort to balance skills versus concepts which target a students' zone of proximal development.

G7.B1.S1 Provide teachers with specific demographic data for students in their classroom. Ensure teachers are setting mathematics goals with individual bottom quartile students. Provide additional practice and/or safety nets for struggling math students, including but not limited to Reflex Math, teacher/student conferencing, small group math instruction, i-Ready math assessment/resource materials, guided math instruction, and/or other applicable teaching techniques. Strategic differentiated math groups - keen emphasis on teaching specific math benchmarks to non-proficient students. Setting math goals with specific students and tracking student progress as applicable.

PD Opportunity 1

Teachers must identify and track the math progress of bottom quartile students in each subgroup. Provide teachers with data from Performance Matters (i-Ready, Math CGAs) and/or other pertinent data that will help them target specific students who are not showing proficient growth in math.

Facilitator

District Math Coach, Lead Math Teachers

Participants

Math Teachers

Schedule

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

G8. To decrease non-proficient students by at least 50% within five years by achieving Mathematics Annual Measurable Objectives in each targeted subgroup including White.

G8.B1 Not targeting specific students and/or subgroups who did not meet math proficiency, based on AMO targets set by the state, using varied teaching strategies.

G8.B1.S1 Provide teachers with specific demographic data for students in their classroom. Ensure teachers are setting mathematics goals with individual bottom quartile students. Provide additional practice and/or safety nets for struggling math students, including but not limited to Reflex Math, small group math instruction, i-Ready math assessment/resource materials, guided math instruction, and/or other applicable teaching techniques. Strategic differentiated math groups - keen emphasis on teaching specific math benchmarks to non-proficient students; setting math goals with specific students and tracking student progress as applicable in an effort to assist with real-world focus.

PD Opportunity 1

Teachers must identify and track the math progress of bottom quartile students in each subgroup. Provide teachers with data from Performance Matters (CGAs and i-Ready) and/or other pertinent math data from last year and the current year that will help them target specific students who are not showing proficient growth.

Facilitator

District Math Coach, Lead Math Teachers

Participants

Math Teachers

Schedule

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

G9. To decrease non-proficient students by at least 50% within five years by achieving Mathematics Annual Measurable Objectives in each targeted subgroup including Black.

G9.B1 Not targeting specific students and/or subgroups who did not meet math proficiency, based on AMO targets set by the state, as it relates to students' academic needs.

G9.B1.S1 Provide teachers with specific demographic data for students in their classroom. Ensure teachers are setting mathematics goals with individual bottom quartile students. Provide additional practice and/or safety nets for struggling math students, including but not limited to Reflex Math, teacher/student conferencing, small group math instruction, i-Ready math assessment/resource materials, guided math instruction, and/or other applicable teaching techniques. Strategic differentiated math groups - keen emphasis on teaching specific math benchmarks to non-proficient students; setting math goals with specific students and tracking student progress as applicable.

PD Opportunity 1

Teachers must identify and track the math progress of bottom quartile students in each subgroup. Provide teachers with last year's FCAT 2.0 data and/or other pertinent data (i-Ready, CGAs) that will help them target specific students who are not showing proficient growth in math.

Facilitator

District Math Coach, Lead Math Teachers

Participants

Math Teachers

Schedule

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

G10. To decrease non-proficient students by at least 50% within five years by achieving Mathematics Annual Measurable Objectives in each targeted subgroup including Hispanic.

G10.B1 Not targeting specific students and/or subgroups who did not meet math proficiency, based on AMO targets set by the state as it pertains to cultural relevancy.

G10.B1.S1 Provide teachers with specific demographic data for students in their classroom. Ensure teachers are setting mathematics goals with individual bottom quartile students. Ensure teachers are using appropriate ELL strategies for applicable ESOL students. Provide additional practice and/or safety nets for struggling math students, including but not limited to Reflex Math, teacher/student conferencing, peer-to-peer grouping with feedback, small group math instruction, i-Ready math assessment/resource materials, guided math instruction, and/or other applicable teaching techniques. Strategic differentiated math groups, with a keen emphasis on teaching specific math benchmarks to non-proficient students; setting math goals with specific students and tracking student progress as applicable.

PD Opportunity 1

Teachers must identify and track the math progress of bottom quartile students in each subgroup. Provide teachers with last year's FCAT 2.0 data and/or other pertinent data (i-Ready Math, Reflex Math, CGAs) that will help them target specific students who are not showing proficient growth in math.

Facilitator

District Math Coach, Lead Math Teachers

Participants

Math Teachers

Schedule

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

G11. To decrease non-proficient students by at least 50% within five years by achieving Mathematics Annual Measurable Objectives in each targeted subgroup including Students with Disabilities.

G11.B1 Not targeting specific students and/or subgroups who did not meet math proficiency, based on AMO targets set by the state, with the use of varied and frequent methods of assessment/feedback.

G11.B1.S1 Provide teachers with specific demographic data for students in their classroom. Ensure teachers are setting mathematics goals with individual bottom quartile students. Provide additional practice and/or safety nets for struggling math students, including but not limited to Reflex Math, teacher/student conferencing, peer-to-peer conferencing and feedback, small group math instruction, i-Ready math assessment/resource materials, guided math instruction, and/or other applicable teaching techniques. Strategic differentiated math groups with a keen emphasis on teaching specific math benchmarks to non-proficient students; setting math goals with specific students and tracking student progress daily/weekly as applicable.

PD Opportunity 1

Teachers must identify and track the math progress of bottom quartile students in each subgroup. Provide teachers with last year's FCAT 2.0 data and/or other pertinent data, such as i-Ready, CGAs, and Reflex Math that will help them target specific students who are not showing proficient growth in math.

Facilitator

District Math Coach, Lead Math Teachers

Participants

Math Teachers

Schedule

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

G12. To increase the number of students at or above proficiency to at least 82% (FCAT 2.0 Levels 3, 4, and/or 5) in Reading.

G12.B1 Learner's limited ability to process higher level question stems.

G12.B1.S1 Increase the use of moderate and high complexity questions and activities for students in daily workshop expectations and on assessments. Provide students with opportunities to practice answering moderate to high level questions with feedback. Increase the use of teacher read aloud/ guided reading groups with pauses for teacher questions/statements/responses for think alouds using moderate to higher level questioning.

PD Opportunity 1

Incorporate the use of Webb's Depth of Knowledge, as well as Student Work Protocols. Teachers will use instructional resources to develop their own moderate/high complexity level questions. Teachers will increase their use of moderate/high complexity level questions in classroom reading activities, as well as reading assessments.

Facilitator

District Reading Coaches and/or Lead ELA Grade Level Teachers

Participants

ELA Teachers

Schedule

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

G13. To increase the number of students to at least 80% at or above proficiency (FCAT 2.0 Levels 3, 4, and/or 5) in Mathematics.

G13.B1 As we transition from Next Generation Sunshine State Standards to full implementation of Florida Math Standards, we must ensure we have a balanced use of Math Investigations and Envisions for instructional practices that provide varied/frequent methods and assessment and feedback.

G13.B1.S1 Implementation of Math Workshop with fidelity and consistency, along with the Gradual Release Model and Interactive Math Journals. Use leveled activities/materials available in enVisions to differentiate instruction/home learning.

PD Opportunity 1

Ensure math teachers have the resources needed - enVisions resources and Math Investigations kits.

Facilitator

District Math Coach and/or Lead Math Teachers

Participants

Math Teachers

Schedule

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

G14. To increase writing proficiency in all grade levels (inclusive of English Language Learners), with an emphasis on increasing fourth grade FCAT 2.0 Writing results with more students achieving a writing score of 3.5 or above, which is at least 80% of our students.

G14.B1 Teachers' knowledge of how to differentiate writing with small group instruction through the use of varied teaching strategies.

G14.B1.S1 Teachers plan together as they Look at Student Work (LASW), as well as learn about work protocols, to develop strategies for meeting with students and conferencing with them about their writing progress. Teachers include time during writers workshop to conference with students who need additional writing support.

PD Opportunity 1

Teachers meet with students in small groups or one-on-one to provide feedback and support to students during writers workshop - implement Write to Learn in grade 5.

Facilitator

Lead ELA Teachers

Participants

ELA Teachers and/or Writing Teachers

Schedule

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

G15. To increase science proficiency in grade 5, with at least 80% of our students scoring at or above proficiency (Levels 3, 4 and 5).

G15.B1 Limited accessibility to materials and needed items for labs/inquiry-based exploration.

G15.B1.S1 Conduct an inventory of science equipment and resources and determine what resources/materials are needed to successfully implement science instruction. Implementation of Interactive Science Journals to facilitate inquiry methodologies, coupled with the Gradual Release Model. Incorporate science labs (weekly) as a means of making real-world connections and further developing higher order skills. Use assessment data to drive instruction and address science benchmarks.

PD Opportunity 1

Survey science classrooms to determine what resources we currently have, versus the resources needed to fully implement science instruction. Order needed science materials for each applicable grade level and/or classroom. Monitor the implementation of Science instruction, with an emphasis in the use of the Gradual Release Model.

Facilitator

District Science Coach, Lead Science Teachers

Participants

Science Teachers

Schedule

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

Technical Assistance Items

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

Budget Rollup

Summary	
Description	**Total**
Grand Total	**0**