

Kimball Wiles Elementary School



2014-15 School Improvement Plan

Kimball Wiles Elementary School

4601 SW 75TH ST, Gainesville, FL 32608

<http://www.sbac.edu/pages/acps>

School Demographics

School Type

Elementary

Title I

Yes

Free/Reduced Price Lunch

39%

Alternative/ESE Center

No

Charter School

No

Minority

48%

School Grades History

Year

2013-14

2012-13

2011-12

2010-11

Grade

A

A

A

A

School Board Approval

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

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	18
Goals Summary	18
Goals Detail	18
Action Plan for Improvement	22
Appendix 1: Implementation Timeline	36
Appendix 2: Professional Development and Technical Assistance Outlines	38
Professional Development Opportunities	39
Technical Assistance Items	43
Appendix 3: Budget to Support Goals	44

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

District: We are committed to the Success of Every Student!

School: The mission of Kimball Wiles Elementary School is to provide each student with the best opportunity to learn and thrive each day.

Provide the school's vision statement

District: We will graduate students who have the knowledge, skill, and personal character to be lifelong learners and independent thinkers. Our graduates will excel in their chosen careers and be productive and contributing members of the global community.

School: Through a unified effort, Kimball Wiles will provide a cooperative, secure and innovative environment in which all individuals will reach their full potential.

School Environment

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

Each spring parents are invited to write to the principal about their child, describing the child's strengths and weaknesses, hopes and dreams. After all, it is the parents who know the child best and can best convey to teachers and school staff just what will help the child meet with success each day at school. In addition, teachers invite children and their parents to share aspects of their culture which they treasure the most as a family.

Kindergarten students come to school for just one day the first three days of the school year. This gives teachers time to interact with just five - six children for a whole school day rather than eighteen children all at once. Teachers use this time to get to know each child and to begin the relationship building process.

Teachers hold Morning Meetings, build classroom communities, select Wiles Leaders, showcase student work, and throughout the day work with students to build strong relationships with each other and all school [ersnnel].

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

The school uses the Raptor program which monitors people coming onto and leaving the school system. A strictly enforced sign-in and identification is in use throughout the school day as well as before and after school in order to guarantee the safety of all students and school personnel. The School Resource Officer conducts school lockdown drills on a regular basis and provides instruction to the staff on ways to keep our campus safe for children and adults.

The principal provides a copy of the school's the Crisis and Emergency Plan during pre-planning and reviews procedures with faculty and staff with the assistance of the School Resource Officer.

Teachers are on duty before school and after school at all junctures of arrival and dismissal to monitor the safety of the students.

The Guidance Counselor and the Behavior Resource Teacher are on duty each day working with children to help each one feel safe and respected at school. The Guidance Counselor provides small group help to students on Friendship, School Adjustment, and other topics to help students feel part of the warm, supportive school community.

Classroom teachers provides students with an environment that is supportive and safe and counsels

students on what to do in the event that problems occur. All students and their parents are provided with information on the school district's anti-bullying program including what to do in case bullying occurs. The school notifies students and parents through the weekly Principal's Letter about the school no tolerance policy on threatening, bullying or fighting. Teachers promote friendship and civility within the classrooms through class and grade level meetings.

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

There are clear behavioral expectations for all students not only in the classrooms but throughout the public areas of the school such as hallways and cafeteria including being responsible, kind, hard working, and polite. Teachers work with children every day to help them stay focused on their school work while building strong, positive relationships with their fellow students and their teachers. There are district-developed protocols for disciplinary incidents along with local protocols such as when and who to call in case there is an incident that must be addressed within the school. All teachers receive training in school and discipline during pre-planning week of the school year. Students are provided with student planners through the school or the Title 1 program (7 Habits Student Planners) to assist them in keeping track on assignments and projects. The BRT is always available to teachers and students to help with difficult situations that may arise where additional professional help is required. The BRT also monitors student behavior through discipline referrals, referrals to other specialized schools within the districts, and to outside agencies as needed.

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 Guidance Counselor provides classroom guidance on topics such as Friendship, School Adjustment, and Divorce to each classroom beginning with Kindergarten classes in the fall. She also provides some limited individual counseling on such topics as divorce, death and bereavement, and social skills.

Mentors are solicited from within the school staff as well as from outside sources such as Business Partners to provide support to students needing extra guidance and support in their lives.

A Backpack feeding program is in place for those families without enough food for the week-ends. Baskets of food are provided by the school community at major holidays to families who might otherwise have to go without.

Throughout the school day, teachers help students with social-emotional needs, not only in the classroom but on the playground and at lunchtime as well.

Early Warning Systems

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

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

The school early warning system takes into account several indicators. The first is the bottom quartile in reading and math from the state assessment program in grades 4 - 5. These students are immediately targeted for Title 1, school Intervention Groups, and/or After School Tutoring. At grades 1 - 3, Discovery Education assessment is monitored three times/year along with Benchmark tests in reading and mathematics. Course failure in reading, mathematics and science are monitored every four weeks. Struggling students are targeted for Title 1, school Intervention Groups, and/or After School Tutoring, with through Title 1 or the school's own tutoring program. ESOL After School Tutoring is also available for students eligible for this program.

The Guidance Counselor monitors attendance and targets attendance below 90%. She alerts teachers who make first contact with parents. If the attendance problem is not remedied, she schedules an Educational Planning Team (EPT) with parents and school staff. If poor attendance continues, the Guidance Counselor follows up with a truancy referral.

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	29	11	10	9	5	6	70
One or more suspensions	4	6	9	11	8	9	47
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	22	23	45

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	3	6	2	4	1	1	17

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

Students with poor attendance are monitored by the data base manager, the Guidance Counselor, and the principal. Teachers make the first attempt to speak with the parent regarding student absences. If this does not resolve the problem, an Educational Planning Team (EPT) meeting is scheduled with the parent. If the problem is still not resolved, the Truancy teacher is called and a home visit is made. If all else fails, the School Board's truancy procedures come into play. Students with behavioral difficulties are handles by the classroom teacher, the Behavior Resource Teacher, and the Guidance Counselor. Classroom daily check sheets are used initially to communicate to both the child and the parent how the student behavior is throughout the school day. If this does not resolve the problem, an EPT is scheduled with the parent where the child's participation in on campus activities may be restricted by the school's Red Sheet program. The child may also be referred for psychological evaluation. Otherwise, the child can be referred to the district's Character Counts program for more intensive behavioral services.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/195238>.

Description

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

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

The school maintains Business Partner relationships through the district Volunteer Coordinator. Business Partners are drawn from all sectors of the community. The school maintains a reciprocal agreement with all Business Partners including student art displays and musical presentations. In return, Business Partners support the school through assistance with fundraising events, mentor relationships, SAC membership, and grants through The Education Foundation of Alachua County, Jr. Achievement, and donations to the school.

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
Buys, Barbara	Principal
Cox, Tracy	Other
Kranzler, Theresa	Guidance Counselor
Warring, Erica	Dean
O'Connor, Sharon	Instructional Media
DiFranco, Kristen	Teacher, K-12

Duties

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

Principal: Provides leadership and school vision. Ensures that faculty and staff are trained in Rtl. Ensures staff development is provided to faculty and staff. Ensures implementation of Rtl school wide. Provides information to parents and other stakeholders regarding Rtl at the school.

Student Services Personnel: Provide expertise on fundamentals and implications of Rtl. Assists classroom teachers with development of assessment and interventions for individual students. Provides information to parents on community agencies. Maintains records of Rtl Team meetings and decisions.

Curriculum Resource Teacher: Provides expertise to classroom teachers on development of appropriate instructional strategies for individual students. Provides research-based curriculum resources for classroom use. Implements state, district, and school level data collection and assists in data analysis. Assists with the design and implementation of intervention plans for Tier 1, Tier 2, and Tier 3. Provides professional development in all curriculum areas with emphasis on reading, mathematics, writing, and science.

Behavior Resource Teacher: Provides expertise to classroom teachers on behavioral issues. Assists with the design and implementation of Student Behavior Plans including Functional Behavior Assessments. Maintains records of behavior issues and resolutions.

General Education Teachers: Provide data and other information on core classroom instruction. Collect student data and assist in the analysis of data collection. Provide core instruction to Tier 1

students, work with other team members to deliver Tier 2 and Tier 3 instruction and interventions.
Title 1 Teachers: Provide data and other information on supplementary instruction. Collect student data and assist in the analysis of data collection. Provide supplementary instruction to Tier 1 and Tier 2 students and work with other team members to deliver interventions.
Exceptional Student Education Teachers: Assist with the design of Rtl interventions. Assist with data collection. Design and deliver core or supplementary instruction integrated into Tier 3 instruction. Collaborate with classroom teachers.
Speech/Language Pathologies: Screens all new students on core speech and language function at teacher request. Provides insight into role of language in child development. Assists with the design of intervention plans.
School Psychologist: Assists in the collection, analysis and interpretation of student data. Assists with the development of interventions plans. Provides expertise on data-based decisions.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The Leadership Team meets monthly to review implementation and monitoring of the school MTSS and SIP for fidelity.

Title 1 Targeted Assistance is currently in place at Kimball Wiles and utilizes a pull out intervention model. Head Start is located on the Kimball Wiles Elementary School campus and interacts periodically in school life.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Barbara Buys	Principal
Jason Frederick	Teacher
Susan Pawlaczyk	Teacher
Genevieve Thompsen	Teacher
Erica Warring	Teacher
Jan Wharton	Teacher
Felicita Blaylock	Parent
Jacquelyn Gallman	Parent
Tamika Hicks	Parent
Kyriaki Kaplanidou	Parent
Kimberly Vij	Parent
Maureena Caudle	Education Support Employee
Robert Caudle	Business/Community
Martin Dickinson	Business/Community
Jim Lynch	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*

A committee was formed mid-year to develop the Parent Climate Survey and the Teacher Climate Survey, documents that are utilized each school year in the development of the School Improvement Plan. At each SAC meeting, the members received an update on progress toward meeting the goals of the School Improvement Plan. At the end of the school year, the school FCAT scores were reviewed by the SAC to ascertain that the school had met its goals as measured by this state of Florida assessment data.

Development of this school improvement plan

The SAC surveyed parents and teachers in spring 2013 for input on the development of the School Improvement Plan. The Parent Climate Survey included items on how the school can improve in educating children, helping parents with parenting skills, programs of interest, and how parents felt about the school.

The Faculty and Staff Climate Survey asked teachers and other school personnel for input on how to improve student academic achievement, school attendance, instructional materials, and programs to help teachers become more effective at their craft.

The SAC provided ongoing input to the principal throughout the school year at the SAC meetings.

Preparation of the school's annual budget and plan

With input from the SAC, the budget is prepared and presented to the SAC for approval at the first SAC meeting of the school year. The budget is based on the goals and objectives of the School Improvement Plan.

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

SIP funds will be utilized to:

1. provide After School tutoring to eligible third, fourth and fifth graders (\$5000),
2. provide instructional materials for After School tutoring (\$2000),
3. provide instructional materials and supplies to at risk learners in all grade levels (\$5000)

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
Buys, Barbara	Principal
Cox, Tracy	Other
DiFranco, Kristen	Teacher, K-12
O'Connor, Sharon	Instructional Media
Warring, Erica	Dean
Kranzler, Theresa	Guidance Counselor

Duties

Describe how the LLT promotes literacy within the school

The major initiatives of the Literacy Leadership Team are to:

1. monitor student achievement in the area of reading in an effort to enable all students to become proficient and successful readers,
2. develop resources for all classroom teachers on best practices in reading instruction for all students,
3. meet the goals and objectives of the School Improvement Plan (SIP) in the area of Reading,
4. Integrate the Social Studies curriculum into the Reading curriculum, and
5. encourage outside reading for all learners.

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

The school schedule is developed to provide collaborative planning and lesson development among teachers at the same grade level or those teaching the same subject area. Team meetings and planning are set on a monthly basis on the school calendar. The Lesson Study format provides an opportunity for teachers to actually watch a peer teach in a classroom. Finally, the staff development budget provides for teacher visitation with other teachers within the school.

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

The school works through the Human Resources Department of the Alachua County Schools to identify teachers who are highly qualified, certified in field and effective teachers. The principal is the responsible person.

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

Mentor teachers are assigned to new teachers at the school no matter how many years of experience they bring with them. Mentors meet formally with their charges monthly and informally throughout the week.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The school district adopts all instructional materials that are aligned the Common Core FL. The school is prohibited from ordering any instructional materials that are not research-based and in alignment with Common Core FL.

All students receive on grade level instruction in the core curriculum including language arts, mathematics and science with the exception of above level placement for students in the Gifted program in mathematics and at fifth grade, science.

The Curriculum Resource Teacher (CRT) assists teachers in unpacking the standards, analyzes data to differentiate instruction for students through Data Chats, assists with the Gifted mathematics and

science programs, monitors all instructional programs including Title 1, Exceptional Student Education resource and self-contained programs, and all after school tutoring programs.

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

Through state of Florida assessment programs as well as through benchmark assessments that are provided with the adopted instructional materials in reading, mathematics and science, the school has a wealth of data to review in order to provide differentiated instruction within the classroom and throughout the school day and after school.

FCAT and FAIR data are reviewed during the first weeks of school to identify students eligible for accommodation or modification of instruction to best meet their needs. Title 1 students are identified through this data as are students who require in-school Intervention Groups to support the regular curriculum and instruction. Other students are identified for above level mathematics instruction through the school's Gifted education program.

The CRT and Title 1 CIMS facilitator work together with teachers to find the programs which best meet the instructional needs of each student and to ensure the efficacy of all instructional programs utilized at the school.

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: After School Program

Minutes added to school year: 60,000

The school offers After School Tutoring in identified students in grades 3 - 5. Sessions are offered in the Fall from September - November 2013 and in the Spring from January - March 2014. Tutoring is free and is offered twice a week for 1 1/4 hours per session. Students are identified through FAIR scores, previous FCAT scores, and teacher recommendation.

Strategy Rationale

Some students require additional instructional time to grasp and understand basic concepts in reading and mathematics. Others require more challenging activities to keep their learning moving forward. The school works hard to provide assistance to both ends of the learning curve.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Cox, Tracy, coxtm@gm.sbac.edu

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

FAIR scores in reading (grades 3 - 5), On Track scores in mathematics (grades 3 - 5), and On Track scores in science (grade 5) are collected and analyzed for strengths and weaknesses. Discovery Ed scores are utilized to monitor reading progress in grades K - 3. Teacher input and recommendations are solicited regarding need for additional instructional time for identified students. Parents are notified of student eligibility to participate in after school tutoring programs including Title 1, After School Tutoring, ESOL After School Tutoring, and STEM activities.

Student progress is monitored through FAIR scores, On Track scores, Discovery Ed scores, Benchmark tests in Reading and Mathematics.

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

The school district provides transition from Head Start to Kindergarten. Each year the school holds a Kindergarten Open House in April to welcome new students and their families to school. Students meet Kindergarten staff, tour the school, and visit Kindergarten classrooms. Parents tour the school and begin the registration process.

During pre-planning, Kindergarten teachers meet with each family individually to begin the relationship building process and to listen to parents' goals for their child during the Kindergarten year.

When school begins, the school uses a staggered entry for Kindergarten over the first three days of the school year. This provides an opportunity for one-to-one interaction with small groups of students and the teacher and helps students acclimate more quickly to the Kindergarten experience.

For fifth graders, the school provide transition meetings to middle school and the opportunity to shadow in a middle school program.

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

Fifth grade schedules a day-long Science Symposium each year to provide students with opportunities to learn about careers in the fields of science.

Junior Achievement for grades 2 - 5 provides students with insight in many and various careers that may be open to them.

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

NA

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

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

 = Problem Solving Step  S123456 = Quick Key


Strategic Goals Summary

- G1.** Improve science proficiency in grade 5.
- G2.** To improve mathematics proficiency as measured by FCAT Mathematics 2014 in grades 3 - 5.
- G3.** To improve Language Arts proficiency as measured by the FSA 2014 in grades 3 - 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. Improve science proficiency in grade 5. 1a

 G046476

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	80.0

Resources Available to Support the Goal 2

- Adopted textbooks
- Field trips, hands on Science experiences.
- Speakers from University of Florida, Santa Fe College, and others.
- School Science Fair, UF Engineering Fair
- STEM Club after school for grades 4 and 5.

Targeted Barriers to Achieving the Goal 3

- Insufficient exposure to and experiences in Science education.

Plan to Monitor Progress Toward G1. 8

Increased Science education through experiences and exposure

Person Responsible

Barbara Buys

Schedule

Weekly, from 9/8/2014 to 5/29/2015

Evidence of Completion

10% reduction in student scoring Levels 1 and 2 on fifth grade FCAT Science 2014.

G2. To improve mathematics proficiency as measured by FCAT Mathematics 2014 in grades 3 - 5. 1a

Targets Supported 1b

G046478

Indicator	Annual Target
FSA - Mathematics - Proficiency Rate	80.0

Resources Available to Support the Goal 2

- Adopted Mathematics textbook series
- Reflex Math
- Calendar Math grade 3
- After School Tutoring grade 5

Targeted Barriers to Achieving the Goal 3

- Students lack sufficient experience using other structures and models for learning in mathematics.

Plan to Monitor Progress Toward G2. 8

Monitor student progress using Math textbook assessments, On Track assessments

Person Responsible

Barbara Buys

Schedule

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

Evidence of Completion

A 10% reduction in students scoring Levels 1 and 2 on FCAT Mathematics 2014 at grade 5.

G3. To improve Language Arts proficiency as measured by the FSA 2014 in grades 3 - 5. 1a

G046479

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	75.0

Resources Available to Support the Goal 2

- District adopted textbooks and related materials.
- Title 1 intervention teachers for some identified students.
- After School Tutoring funded by Title 1 district office.
- After School Tutoring funded at school level.
- Schoolwide Intervention Groups in Reading.
- Accelerated Reader (AR) program for all students in grades 3 - 5.
- Achieve 3000 for Title 1 After School Tutoring.
- Book Studies on on excellence in instruction in reading.
- ESOL After School Tutoring for identified students.
- Team planning to identify priority standards in the Language Arts.

Targeted Barriers to Achieving the Goal 3

- Limited resources to help all at risk students.
- Lack of consistent and extensive outside reading by students.

Plan to Monitor Progress Toward G3. 8

Monitor use of AR program in all classrooms in grades 3 - 5.

Person Responsible

Sharon O'Connor

Schedule

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

Evidence of Completion

Monthly AR reports.

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. Improve science proficiency in grade 5. **1**

 **G046476**

G1.B1 Insufficient exposure to and experiences in Science education. **2**

 **B115188**

G1.B1.S1 Provide additional experiences in and exposure to Science education. **4**

 **S126727**

Strategy Rationale

Additional exposure to the sciences in real world settings make science education more relevant and meaningful to students.

Action Step 1 **5**

Provide field trips, speakers, Science Fair, hands on science experiences.

Person Responsible

Barbara Buys

Schedule

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

Evidence of Completion

School calendar

Action Step 2 5

Attend district cohort meeting in Science instruction

Person Responsible

Barbara Buys

Schedule

Every 2 Months, from 9/10/2014 to 5/15/2015

Evidence of Completion

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

Ensure that a variety of experiences in Science education are provided to students.

Person Responsible

Barbara Buys

Schedule

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

Evidence of Completion

School calendar, teacher lesson plans

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

Ensure that Science experiences and exposure are reflected in classroom instruction.

Person Responsible

Barbara Buys


Schedule

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

Evidence of Completion


Teacher lesson plans

G2. To improve mathematics proficiency as measured by FCAT Mathematics 2014 in grades 3 - 5. 1


 G046478

G2.B1 Students lack sufficient experience using other structures and models for learning in mathematics.

2

 B115190

G2.B1.S1 Provide After School Tutoring in Mathematics for at risk students in grade 5. 4

 S126730

Strategy Rationale

Identified students need additional time and instruction to master difficult mathematics concepts.

Action Step 1 5

After School Tutoring

Person Responsible

Barbara Buys

Schedule

Biweekly, from 9/16/2014 to 5/8/2015

Evidence of Completion

Teacher stipends, class lists

Action Step 2 5

Person Responsible

Schedule

Evidence of Completion

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

Monitor After School Tutoring for fifth grade students.

Person Responsible

Barbara Buys

Schedule

Monthly, from 9/16/2014 to 4/30/2015

Evidence of Completion

Teacher lesson plans, teacher stipend records, list of tutees.

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

After School Tutoring in Mathematics for fifth grade students

Person Responsible

Barbara Buys


Schedule

Monthly, from 9/16/2014 to 4/30/2015

Evidence of Completion

A 10% reduction in students scoring Levels 1 and 2 on FCAT Mathematics 2014 in grade 5.

G2.B1.S2 Provide in school Intervention Groups in Mathematics for at risk students in grade 5. 4

 S126731

Strategy Rationale

Identified students require additional time and instruction to master difficult mathematics concepts.

Action Step 1 5

Set up Intervention Groups in grades 3 - 5 based on On Track scores, Math assessment scores and teacher recommendations

Person Responsible

Barbara Buys

Schedule

Daily, from 9/16/2014 to 5/8/2015

Evidence of Completion

School schedule

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

Ensure that Intervention Groups are implemented in grade 5.

Person Responsible

Barbara Buys

Schedule

Quarterly, from 10/7/2014 to 4/30/2015

Evidence of Completion

Class lists on Infinite Campus

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

Ensure that Intervention Groups are providing targeted assistance to identified students in grade 5.

Person Responsible

Barbara Buys


Schedule

Monthly, from 10/7/2014 to 4/30/2015

Evidence of Completion

Teacher lesson plans.

G2.B1.S3 Utilize Reflex Math for extended Mathematics experiences for all students in grades 3 - 5.. 4

 S126732

Strategy Rationale

Student often respond to instructional material delivered in a different format to learn mathematics concepts.

Action Step 1 5

Reflex Math and IXL Math

Person Responsible

Barbara Buys

Schedule

Weekly, from 10/8/2014 to 5/22/2015

Evidence of Completion

School Tech Lab schedule

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

Ensure that students in grades 3 - 5 receive extended services in Mathematics through Reflex Math.

Person Responsible

Barbara Buys

Schedule

Monthly, from 10/7/2014 to 5/29/2015

Evidence of Completion

Reports from Reflex Math.

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

Ensure the effectiveness of the Reflex Math program.

Person Responsible


Barbara Buys

Schedule

Evidence of Completion

A 10% reduction in students scoring Level 1 and Level 2 on FSA Mathematics at grade 5.

G2.B1.S4 Purchase and implement Calendar Math for extended Mathematics experiences for all students in grades 3 and 4. **4**

 S126733

Strategy Rationale

Students often respond to instructional material delivered in a different format to learn mathematics concepts.

Action Step 1 **5**

Purchase Calendar Math for all third and fourth grade classrooms.

Person Responsible

Barbara Buys

Schedule

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

Evidence of Completion

Purchase recprds

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

Ensure that Calendar Math is fully implemented in all third and fourth grade classrooms.

Person Responsible

Barbara Buys

Schedule

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

Evidence of Completion

Classroom walk throughs, teacher lesson plans, teacher observations

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

Determine effectiveness of Calendar Math in overall Mathematics program.

Person Responsible

Barbara Buys


Schedule

Quarterly, from 9/1/2014 to 6/5/2015


Evidence of Completion

A 10% reduction in the number of fifth grade students scoring Levels 1 and 2 on FCAT Mathematics 2014.


G3. To improve Language Arts proficiency as measured by the FSA 2014 in grades 3 - 5. 1

 G046479

G3.B1 Limited resources to help all at risk students. 2

 B115191

G3.B1.S1 Provide Title 1 Intervention Teachers and services to identified Title 1 students. 4

 S126734

Strategy Rationale

Title 1 provides ongoing assistance to students struggling in reading and the related language arts.

Action Step 1 5

After School Tutoring for eligible students in grades 3 - 5.

Person Responsible

Barbara Buys

Schedule

Biweekly, from 9/16/2014 to 4/30/2015

Evidence of Completion

School calendar, list of participating students, teacher stipend records.

Action Step 2 5

The school will implement ESOL After School Tutoring

Person Responsible

Barbara Buys

Schedule

Biweekly, from 11/4/2014 to 4/30/2015

Evidence of Completion

School calendar, lists of participating students, teacher stipend records.

Action Step 3 5

The school will implement Title 1 After School Tutoring

Person Responsible

Kristen DiFranco

Schedule

Biweekly, from 10/9/2014 to 4/30/2015

Evidence of Completion

School calendar, list of participating students, teacher stipend records

Action Step 4 5

The school will implement in school Intervention Groups.

Person Responsible

Tracy Cox

Schedule

Daily, from 9/23/2014 to 4/30/2015

Evidence of Completion

School calendar, list of student participants, names of Intervention teachers.

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

Monitor After School Tutoring

Person Responsible

Kristen DiFranco

Schedule

Monthly, from 10/9/2014 to 4/30/2015

Evidence of Completion

Teacher lesson plans, class lists of tutees

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

After School Tutoring

Person Responsible

Tracy Cox

Schedule

Monthly, from 9/23/2014 to 4/30/2015

Evidence of Completion

A 10% improvement in student performance on the FSA LA.

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

Person Responsible

Schedule

Evidence of Completion

G3.B1.S2 Implement Intervention Groups for at risk students who are not served in Title 1. 4

S126735

Strategy Rationale

Students who do not qualify for Title 1 but whose data indicates need for supplementary services will be served through in school Intervention Groups.

Action Step 1 5

Implement Intervention Groups for students not served by Title 1 in grades 3 - 5.

Person Responsible

Barbara Buys

Schedule

Daily, from 10/7/2014 to 4/30/2015

Evidence of Completion

Students registered in Infinite Campus for Intervention Groups.

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

Ensure that Intervention Groups are in place for at risk students in grades 3 - 5.

Person Responsible

Schedule

Evidence of Completion

Teacher lesson plans, class rolls

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

Ensure that Intervention Groups are meeting needs of at risk students in grades 3 - 5.


Person Responsible

Schedule

Evidence of Completion

Student performance on FCAT Reading 2014.

G3.B1.S3 Provide additional Title 1 staff through school level Title 1 funds. 4

 S126736

Strategy Rationale

The district Title 1 office is unable to appropriate monies for additional Title 1 staff to serve identified students. Therefore, the school level Title 1 funding will be utilized to hire additional an additional Title 1 teacher.

Action Step 1 5

Title 1 After School Tutoring for eligible students in grades 3 - 5.

Person Responsible

Barbara Buys

Schedule

Biweekly, from 10/9/2014 to 5/29/2015

Evidence of Completion

Title 1 records

Action Step 2 5

Provide additional Title 1 personnel utilizing school level Title 1 funds.

Person Responsible

Barbara Buys

Schedule

Daily, from 11/3/2014 to 6/9/2015

Evidence of Completion

School Title 1 schedule.

Plan to Monitor Fidelity of Implementation of G3.B1.S3 6

Ensure that Title 1 After School Tutoring is in place for eligible students in grades 3 - 5.

Person Responsible

Schedule

Evidence of Completion

Title 1 records.

Plan to Monitor Effectiveness of Implementation of G3.B1.S3 7

Ensure that Title 1 After School Tutoring is meeting the needs of eligible students in grades 3 - 5.

Person Responsible

Schedule


Evidence of Completion

Title 1 records.

G3.B2 Lack of consistent and extensive outside reading by students. 2

 B115192

G3.B2.S1 Implement Accelerated Reader program for students in grades 3 - 5. 4

 S126737

Strategy Rationale

Students respond well to additional reading when utilizing the Accelerated Reader program and are more likely to read more because of it.

Action Step 1 5

Purchase AR program licenses for all students in grades 3 - 5.

Person Responsible

Barbara Buys

Schedule

Daily, from 9/1/2014 to 6/8/2015

Evidence of Completion

AR installed on classroom and Tech Lab computers.

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

Ensure implementation of AR program in all classrooms grades 3 - 5.

Person Responsible

Schedule

Evidence of Completion

AR up and running in designated classrooms.

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

Ensure that AR program is implemented correctly in designated classrooms.

Person Responsible

Schedule

Evidence of Completion

AR reports monthly.

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	Provide field trips, speakers, Science Fair, hands on science experiences.	Buys, Barbara	8/25/2014	School calendar	5/29/2015 weekly
G2.B1.S1.A1	After School Tutoring	Buys, Barbara	9/16/2014	Teacher stipends, class lists	5/8/2015 biweekly
G2.B1.S2.A1	Set up Intervention Groups in grades 3 - 5 based on On Track scores, Math assessment scores and teacher recommendations	Buys, Barbara	9/16/2014	School schedule	5/8/2015 daily
G2.B1.S3.A1	Reflex Math and IXL Math	Buys, Barbara	10/8/2014	School Tech Lab schedule	5/22/2015 weekly
G2.B1.S4.A1	Purchase Calendar Math for all third and fourth grade classrooms.	Buys, Barbara	8/25/2014	Purchase recprds	5/29/2015 daily
G3.B1.S1.A1	After School Tutoring for eligible students in grades 3 - 5.	Buys, Barbara	9/16/2014	School calendar, list of participating students, teacher stipend records.	4/30/2015 biweekly
G3.B1.S2.A1	Implement Intervention Groups for students not served by Title 1 in grades 3 - 5.	Buys, Barbara	10/7/2014	Students registered in Infinite Campus for Intervention Groups.	4/30/2015 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B1.S3.A1	Title 1 After School Tutoring for eligible students in grades 3 - 5.	Buys, Barbara	10/9/2014	Title 1 records	5/29/2015 biweekly
G3.B2.S1.A1	Purchase AR program licenses for all students in grades 3 - 5.	Buys, Barbara	9/1/2014	AR installed on classroom and Tech Lab computers.	6/8/2015 daily
G2.B1.S1.A2	[no content entered]			one-time	
G3.B1.S3.A2	Provide additional Title 1 personnel utilizing school level Title 1 funds.	Buys, Barbara	11/3/2014	School Title 1 schedule.	6/9/2015 daily
G3.B1.S1.A2	The school will implement ESOL After School Tutoring	Buys, Barbara	11/4/2014	School calendar, lists of participating students, teacher stipend records.	4/30/2015 biweekly
G1.B1.S1.A2	Attend district cohort meeting in Science instruction	Buys, Barbara	9/10/2014		5/15/2015 every-2-months
G3.B1.S1.A3	The school will implement Title 1 After School Tutoring	DiFranco, Kristen	10/9/2014	School calendar, list of participating students, teacher stipend records	4/30/2015 biweekly
G3.B1.S1.A4	The school will implement in school Intervention Groups.	Cox, Tracy	9/23/2014	School calendar, list of student participants, names of Intervention teachers.	4/30/2015 daily
G1.MA1	Increased Science education through experiences and exposure	Buys, Barbara	9/8/2014	10% reduction in student scoring Levels 1 and 2 on fifth grade FCAT Science 2014.	5/29/2015 weekly
G1.B1.S1.MA1	Ensure that Science experiences and exposure are reflected in classroom instruction.	Buys, Barbara	9/1/2014	Teacher lesson plans	5/29/2015 weekly
G1.B1.S1.MA1	Ensure that a variety of experiences in Science education are provided to students.	Buys, Barbara	9/1/2014	School calendar, teacher lesson plans	5/29/2015 monthly
G2.MA1	Monitor student progress using Math textbook assessments, On Track assessments	Buys, Barbara	9/1/2014	A 10% reduction in students scoring Levels 1 and 2 on FCAT Mathematics 2014 at grade 5.	5/29/2015 monthly
G2.B1.S1.MA1	After School Tutoring in Mathematics for fifth grade students	Buys, Barbara	9/16/2014	A 10% reduction in students scoring Levels 1 and 2 on FCAT Mathematics 2014 in grade 5.	4/30/2015 monthly
G2.B1.S1.MA1	Monitor After School Tutoring for fifth grade students.	Buys, Barbara	9/16/2014	Teacher lesson plans, teacher stipend records, list of tutees.	4/30/2015 monthly
G2.B1.S2.MA1	Ensure that Intervention Groups are providing targeted assistance to identified students in grade 5.	Buys, Barbara	10/7/2014	Teacher lesson plans.	4/30/2015 monthly
G2.B1.S2.MA1	Ensure that Intervention Groups are implemented in grade 5.	Buys, Barbara	10/7/2014	Class lists on Infinite Campus	4/30/2015 quarterly
G2.B1.S3.MA1	Ensure the effectiveness of the Reflex Math program.	Buys, Barbara	A 10% reduction in students scoring Level 1 and Level 2 on FSA Mathematics at grade 5.	one-time	
G2.B1.S3.MA1	Ensure that students in grades 3 - 5 receive extended services in Mathematics through Reflex Math.	Buys, Barbara	10/7/2014	Reports from Reflex Math.	5/29/2015 monthly
G2.B1.S4.MA1	Determine effectiveness of Calendar Math in overall Mathematics program.	Buys, Barbara	9/1/2014	A 10% reduction in the number of fifth grade students scoring Levels 1 and 2 on FCAT Mathematics 2014.	6/5/2015 quarterly
G2.B1.S4.MA1	Ensure that Calendar Math is fully implemented in all third and fourth grade classrooms.	Buys, Barbara	9/1/2014	Classroom walk throughs, teacher lesson plans, teacher observations	5/29/2015 weekly
G3.MA1	Monitor use of AR program in all classrooms in grades 3 - 5.	O'Connor, Sharon	10/1/2014	Monthly AR reports.	5/29/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B1.S1.MA1	After School Tutoring	Cox, Tracy	9/23/2014	A 10% improvement in student performance on the FSA LA.	4/30/2015 monthly
G3.B1.S1.MA3	[no content entered]			one-time	
G3.B1.S1.MA1	Monitor After School Tutoring	DiFranco, Kristen	10/9/2014	Teacher lesson plans, class lists of tutees	4/30/2015 monthly
G3.B2.S1.MA1	Ensure that AR program is implemented correctly in designated classrooms.		AR reports monthly.	once	
G3.B2.S1.MA1	Ensure implementation of AR program in all classrooms grades 3 - 5.		AR up and running in designated classrooms.	once	
G3.B1.S2.MA1	Ensure that Intervention Groups are meeting needs of at risk students in grades 3 - 5.		Student performance on FCAT Reading 2014.	once	
G3.B1.S2.MA1	Ensure that Intervention Groups are in place for at risk students in grades 3 - 5.		Teacher lesson plans, class rolls	once	
G3.B1.S3.MA1	Ensure that Title 1 After School Tutoring is meeting the needs of eligible students in grades 3 - 5.		Title 1 records.	once	
G3.B1.S3.MA1	Ensure that Title 1 After School Tutoring is in place for eligible students in grades 3 - 5.		Title 1 records.	once	

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Improve science proficiency in grade 5.

G1.B1 Insufficient exposure to and experiences in Science education.

G1.B1.S1 Provide additional experiences in and exposure to Science education.

PD Opportunity 1

Provide field trips, speakers, Science Fair, hands on science experiences.

Facilitator

Principal

Participants

All teachers

Schedule

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

PD Opportunity 2

Attend district cohort meeting in Science instruction

Facilitator

District staff

Participants

Teachers in grades 3 - 5.

Schedule

Every 2 Months, from 9/10/2014 to 5/15/2015

G2. To improve mathematics proficiency as measured by FCAT Mathematics 2014 in grades 3 - 5.

G2.B1 Students lack sufficient experience using other structures and models for learning in mathematics.

G2.B1.S3 Utilize Reflex Math for extended Mathematics experiences for all students in grades 3 - 5..

PD Opportunity 1

Reflex Math and IXL Math

Facilitator

Principal

Participants

All teachers

Schedule

Weekly, from 10/8/2014 to 5/22/2015

G2.B1.S4 Purchase and implement Calendar Math for extended Mathematics experiences for all students in grades 3 and 4.

PD Opportunity 1

Purchase Calendar Math for all third and fourth grade classrooms.

Facilitator

Principal

Participants

All third and fourth grade teachers

Schedule

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

G3. To improve Language Arts proficiency as measured by the FSA 2014 in grades 3 - 5.

G3.B1 Limited resources to help all at risk students.

G3.B1.S1 Provide Title 1 Intervention Teachers and services to identified Title 1 students.

PD Opportunity 1

The school will implement ESOL After School Tutoring

Facilitator

District staff

Participants

School ESOL tutor

Schedule

Biweekly, from 11/4/2014 to 4/30/2015

PD Opportunity 2

The school will implement Title 1 After School Tutoring

Facilitator

District staff

Participants

Title 1 tutors

Schedule

Biweekly, from 10/9/2014 to 4/30/2015

G3.B2 Lack of consistent and extensive outside reading by students.

G3.B2.S1 Implement Accelerated Reader program for students in grades 3 - 5.

PD Opportunity 1

Purchase AR program licenses for all students in grades 3 - 5.

Facilitator

Principal

Participants

All classroom and other academic teachers serving students in grades 3 - 5.

Schedule

Daily, from 9/1/2014 to 6/8/2015

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Goal 1: Improve science proficiency in grade 5.	2,600
Goal 2: To improve mathematics proficiency as measured by FCAT Mathematics 2014 in grades 3 - 5.	5,000
Goal 3: To improve Language Arts proficiency as measured by the FSA 2014 in grades 3 - 5.	53,000
Grand Total	60,600

Goal 1: Improve science proficiency in grade 5.

Description	Source	Total
B1.S1.A1 - UF Science Fair	General Fund	600
B1.S1.A1 - Legoland	Other	2,000
Total Goal 1		2,600

Goal 2: To improve mathematics proficiency as measured by FCAT Mathematics 2014 in grades 3 - 5.

Description	Source	Total
B1.S1.A1 - Teacher Tutors	School Improvement Funds	4,000
B1.S4.A1 - Title 1 purchase for grades 3 and 4.	Title I Part A	1,000
Total Goal 2		5,000

Goal 3: To improve Language Arts proficiency as measured by the FSA 2014 in grades 3 - 5.

Description	Source	Total
B1.S1.A1 - Teacher Tutors	School Improvement Funds	3,000
B1.S1.A2 - ESOL After School Tutoring funded by ESOL department	Other Federal	2,500
B1.S1.A3 - After School Tutoring	Title I Part A	5,000
B1.S3.A1	Title I Part A	3,000
B1.S3.A2 - School-level Title 1 fuds	Other	35,000
B2.S1.A1 - AR License	General Fund	4,500
Total Goal 3		53,000