

Genesis Preparatory School



2014-15 School Improvement Plan

Genesis Preparatory School

207 NW 23RD AVE, Gainesville, FL 32609

[no web address on file]

School Demographics

School Type

Elementary

Title I

Yes

Free/Reduced Price Lunch

82%

Alternative/ESE Center

No

Charter School

Yes

Minority

99%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	NOT GRADED			

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>.

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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 mission of Genesis Preparatory School of Gainesville, Inc. is to prepare primary grade children (K-3) via "LOOPING" academically, socially, emotionally, physically, and culturally for entrance into the intermediate grades (4-5) of the Alachua County Elementary Schools.

Provide the school's vision statement

The Board of Directors, teachers, and staff of Genesis Preparatory School of Gainesville, Inc. work together to ensure that all students are given a solid academic foundation that will prepare them for future success in upper elementary grades, middle school, high school and beyond.

School Environment

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

The school learns about our students' culture and build relationships between teachers and students in two ways: (1) Through the use of the educational technique referred to as "Looping". The teachers at Genesis move with their students from one grade level to the next and this additional time fosters the relationship between teacher and student as well as between teacher and parent; (2) Through the use of a form we call "Introducing Your Child" which the parent fills out giving the teacher valuable information about their child. The teacher then uses that information to help further strengthen the relationship that he/she has with the child.

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

The school creates an environment where students feel safe before, during, and after school by making sure the building is secure at all times, which means that the outside doors are always locked and no one can enter the building unless given access from the inside.
The school creates an environment where students feel respected before, during, and after school by making sure every staff members knows the name of each student regardless of what class they are in. Each morning in every classroom the students are lead to recite the Genesis School Pledge and the poem "I Am Somebody". Both the pledge and the poem are used to help teach the students about having self respect and confidence.

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

The school follows the SBAC Elementary Student Code of Conduct and has four (4) school-wide rules that are implemented in each classroom. Every student also receives a Daily Progress Report that is completed and sent home by the teacher and is returned the next day signed by the parent. This daily progress report is used as a means of communication between the teacher and the parent.

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 ensures the social-emotional needs of all of our students are being met by providing parents with information on how to contact agencies that will assist them with counseling and mentoring services since the school does not have on staff a guidance counselor.

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 Principal/Administrator contacts daily the parents of any child absent from school in order to discuss the reason(s) for the absence. The parents of all students with attendance below 90 percent are sent a letter from the school addressing all absences and tardies every grading period.

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	
Attendance below 90 percent	1	4	2	0	7
One or more suspensions	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	
Level 1 on statewide assessment	0	0	0	3	3

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

The teachers of the students identified by the early warning system make contact with the parents in order to make sure any missed work is either completed at school or done at home. If necessary, the students will remain after school in order to get extra help.

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/224946>.

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 has partnered with several local businesses and community organizations such as Capital City bank, Springhill Missionary Baptist Church, the Oak Hammock Readers, and the Innovative Dads for the purpose of securing support for our students and parents - in and out of 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
Henry, Charmaine	Principal
Harper, Kaitlin	Teacher, K-12
Howard, Jamie	Teacher, K-12
Fleming, Deanna	Teacher, K-12

Duties

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

The function and responsibility of each school-based leadership team member is to help with the development and implementation of the school's MTSS and the SIP.

- Principal/Administrator - Charmaine B. Henry
- Jamie Howard - Kindergarten/First Grade Teacher
- Kaitlin Harper - First Grade Teacher
- Deanna Fleming - Third Grade teacher
- Charmaine B. Henry - Second Grade Teacher

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

Our school collects and analyzes data collected from the FAIR Assessment, Reading Benchmark Assessments, Math Benchmark Assessments, District ON TRACK Math Assessments, and Teacher-Made Assessments. From the results, we make decisions about the effectiveness of the classroom instruction and the effectiveness of the materials being used. If necessary, we make whatever changes are needed in order for the students to make progress.

Title1 Funds are used to pay the salary of a part-time Teacher Tutor. The Teacher Tutor is a highly qualified teacher who works with small groups of Kindergarten, First and Third grade at risk students during non-core curriculum class times five (5) days per week for 30 minutes in reading using a scientifically research based instructional program.

Title 1, Part C - Migrant - This service will be utilized, whenever we receive students who qualify.
 Title II - Whenever funds are available, they are used to provide staff develop.
 Title X - Homeless - This service will be utilized, whenever we receive students who qualify.
 Supplemental Academic Instruction (SAI) - Training provided for 3rd grade teachers only.
 Violence Prevention Programs - The school utilizes the Too Good for Drugs & Violence Program.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Ida M. Moore	Business/Community
Jeanne Davis	Business/Community
Teresa Osoba	Business/Community
Charmaine B. Henry	Principal
Eunice Brown-Davis	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

The Board of Directors (SAC) meet with the Principal/Administrator at the end of the school year to discuss and evaluate the current SIP in order to determine what needs to be included in the 2014-2015 SIP.

Development of this school improvement plan

The Board of Directors serve as our School Advisory Council. The BOD works with the Principal/Administrator and teachers with implementation of the School Improvement Plan.

Preparation of the school's annual budget and plan

The Board of Directors (SAC) work closely with the Principal/Administrator in developing and managing the school's annual budget and plan.

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

Our school improvement funds are very limited therefore, they are used to help supplement our regular FTE budget.

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
Harper, Kaitlin	Teacher, K-12
Henry, Charmaine	Principal
Fleming, Deanna	Teacher, K-12
Howard, Jamie	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

One major initiative of the LLT this year will be to continue providing training for teachers in the implementation of the Florida Standards.

Another major initiative of the LLT this year will be providing training for teachers on the implementation of the reading and math textbook series.

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 teachers all have a common planning period.

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

The Principal/Administrator is responsible for recruiting and retaining highly qualified effective teachers. Recruitment - Advertise vacancies in local newspaper, internet; interview participates at Job Fairs; utilize the applicant pool at the district; solicit referrals from current employees.

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

The Principal/Administrator is the mentor for all newly hired teachers. Mrs. Henry has over 40 years experience as a teacher.

The Principal/Administrator will meet on a weekly basis to discuss lesson plans and other concerns. The Principal/Administrator is also responsible for providing any staff development that the new teacher needs.

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 uses only state and district adopted instructional materials and 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

The Principal/Administrator have regularly scheduled data chats in order to review each student's academic achievements in reading and math. Based on the outcomes of the data chats, each teacher makes changes in their instruction practices. In both reading and math, small group instruction is determined by test results and teacher observations.

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: 40,500

We use an Intervention Teacher to pull out the lowest quartile students in Kindergarten, First and Third grades to work on reading skills during the school day and for two hours after the school day ends.

Strategy Rationale

The students in the lowest quartile benefit more from small group instruction and there is a greater need for them to have extra help and support.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Henry, Charmaine, henrycharmaine@hotmail.com

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

Data is collected through the FAIR Assessment, Reading Benchmark Tests, and Teacher-Made Tests.

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 Principal/Administrator works with Pre-School Directors in preparing parents for the transition to Kindergarten.

The parents of incoming Kindergarten students are given information packets that will help them prepare their child over the summer for the Kindergarten academic program.

Incoming Kindergarten students spend a half day in their new Kindergarten classroom on the last day of school in order to get them acclimated to the Kindergarten classroom.

Incoming Kindergarten students are administered the statewide Florida Kindergarten Readiness Screener (FLKRS) to determine their readiness for 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.** All teachers will implement effective math strategies that are aligned to the Florida Standards in mathematics, so that all students may meet or exceed the AMO mathematics target for 2015.

- G2.** All teachers will implement effective reading strategies that are aligned to the Florida Standards in English Language Arts and Literacy, so that all students may reach or exceed the reading AMO target for 2015.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. All teachers will implement effective math strategies that are aligned to the Florida Standards in mathematics, so that all students may meet or exceed the AMO mathematics target for 2015. 1a

G046949

Targets Supported 1b

Indicator	Annual Target
AMO Math - ED	67.0

Resources Available to Support the Goal 2

- Compensated time for teachers to work outside of the school day in order to attend staff development training in the area of mathematics.
- District mathematics pacing guides.
- In-service training for new teachers on how to effectively use the math textbook and district pacing guide.

Targeted Barriers to Achieving the Goal 3

- Teachers ineffective instructional use of the textbook because of a lack of in-service training.

Plan to Monitor Progress Toward G1. 8

Mathematics lesson plans will be monitored on a weekly basis by the Principal/Administrator to check for effective implementation of the math textbook strategies for that week of instruction.

Person Responsible

Charmaine Henry

Schedule

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

Evidence of Completion

Student assessment results showing mastery of tested mathematics benchmarks will be evidence of progress toward meeting our goal.

G2. All teachers will implement effective reading strategies that are aligned to the Florida Standards in English Language Arts and Literacy, so that all students may reach or exceed the reading AMO target for 2015. **1a**

G046950

Targets Supported **1b**

Indicator	Annual Target
AMO Reading - African American	73.0

Resources Available to Support the Goal **2**

- Common planning time provided for teachers.
- Compensated time for teachers to work outside of the school day in order to attend staff development training in the area of reading.
- District reading pacing guide.

Targeted Barriers to Achieving the Goal **3**

- Enough money in the budget to fund staff development training after school hours.

Plan to Monitor Progress Toward G2. **8**

Reading lesson plans will be monitored on a weekly basis by the Principal/Administrator to check for strategies being implemented during that week of instruction.

Person Responsible

Charmaine Henry

Schedule

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

Evidence of Completion

Student assessment results showing mastery of tested benchmarks will be evidence of progress toward meeting our goal.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


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

1 = Problem Solving Step  S123456 = Quick Key

G1. All teachers will implement effective math strategies that are aligned to the Florida Standards in mathematics, so that all students may meet or exceed the AMO mathematics target for 2015. **1**

 G046949

G1.B1 Teachers ineffective instructional use of the textbook because of a lack of in-service training. **2**

 B116771

G1.B1.S1 Provide in-service training for new teachers on how to effectively use the math textbook and the district pacing guide on a monthly basis during early release time. **4**

 S128416

Strategy Rationale

Since there are no funds to provide in-service training outside of school time, we will utilize early release time once per month.

Action Step 1 **5**

During early release time on a monthly basis, all teachers will meet for training on how to effectively utilize together the mathematics textbook, Florida Standards for Mathematics and the district math pacing guide.

Person Responsible

Charmaine Henry

Schedule

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

Evidence of Completion

Classroom Walkthroughs conducted by the Principal/Administrator. The assessment results of the district ON Track test, math chapter tests, and the end of the year math textbook assessment.

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

The Principal/Administrator will conduct weekly Classroom Walkthroughs; conference with teachers about strategies being used in the classroom; discuss and analyze test results to determine the effectiveness of the strategies being used.

Person Responsible

Charmaine Henry

Schedule

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

Evidence of Completion

The Principal/Administrator will review on a monthly basis the results of all assessments given during that time period to ensure fidelity of progress monitoring.

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

Data from mini-assessments will be collected weekly. Data from the Mathematics Benchmark Assessments will be collected and analyzed as they are given based on the pacing guide. The District ON TRACK Assessment results will be collected and analyzed 3 times per year.

Person Responsible

Charmaine Henry

Schedule

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

Evidence of Completion

The Principal/Administrator will review and compare the results of all math results in order to ensure the effectiveness of the in-service training and strategies being used.

G2. All teachers will implement effective reading strategies that are aligned to the Florida Standards in English Language Arts and Literacy, so that all students may reach or exceed the reading AMO target for 2015. 1

G046950

G2.B2 Enough money in the budget to fund staff development training after school hours. 2

B116775

G2.B2.S1 Establish one day per month for staff development using early release time for students. 4

S128417

Strategy Rationale

Since there is no money in the budget for staff development outside of school time, we will use early release time. This time will be utilized to assist the new teachers in becoming better acquainted with the textbook and how to more effectively use it for classroom instruction.

Action Step 1 5

In-service training for new teachers on how to effectively use the reading textbook for classroom instruction will be held on a monthly basis during early release time.

Person Responsible

Charmaine Henry

Schedule

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

Evidence of Completion

Classroom Walk-Through conducted by the Principal/Administrator. Data Chats with teachers. End of the Year Benchmark Assessments

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

The Principal/Administrator will conduct weekly Classroom Walk-Throughs; conference with teachers about strategies being used in the classroom; discuss and analyze test results to determine the effectiveness of the strategies being used.

Person Responsible

Charmaine Henry

Schedule

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

Evidence of Completion

The Principal/Administrator will review on a monthly basis the results of all assessments given during that time period to ensure fidelity of progress monitoring.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Data from mini-assessments will be collected weekly. Data from the Reading Benchmark Assessments will be collected and analyzed as they are given based on the pacing guide. FAIR Assessment data will be collected and analyzed 3 times per year.

Person Responsible

Charmaine Henry

Schedule

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

Evidence of Completion

The Principal/Administrator will review and compare the results of all reading assessments in order to ensure the effectiveness of the strategies being used.

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	During early release time on a monthly basis, all teachers will meet for training on how to effectively utilize together the mathematics textbook, Florida Standards for Mathematics and the district math pacing guide.	Henry, Charmaine	8/18/2014	Classroom Walkthroughs conducted by the Principal/Administrator. The assessment results of the district ON Track test, math chapter tests, and the end of the year math textbook assessment.	5/29/2015 monthly
G2.B2.S1.A1	In-service training for new teachers on how to effectively use the reading textbook for classroom instruction will be held on a monthly basis during early release time.	Henry, Charmaine	8/18/2014	Classroom Walk-Through conducted by the Principal/Administrator. Data Chats with teachers. End of the Year Benchmark Assessments	5/29/2015 monthly
G1.MA1	Mathematics lesson plans will be monitored on a weekly basis by the Principal/Administrator to check for effective implementation of the math textbook strategies for that week of instruction.	Henry, Charmaine	8/18/2014	Student assessment results showing mastery of tested mathematics benchmarks will be evidence of progress toward meeting our goal.	5/29/2015 weekly
G1.B1.S1.MA1	Data from mini-assessments will be collected weekly. Data from the Mathematics Benchmark Assessments will be collected and analyzed as they are given based on the pacing guide. The District ON TRACK Assessment results will be collected and analyzed 3 times per year.	Henry, Charmaine	8/18/2014	The Principal/Administrator will review and compare the results of all math results in order to ensure the effectiveness of the in-service training and strategies being used.	5/29/2015 weekly
G1.B1.S1.MA1	The Principal/Administrator will conduct weekly Classroom Walkthroughs; conference with teachers about strategies being used in the classroom; discuss and analyze test results to determine the effectiveness of the strategies being used.	Henry, Charmaine	8/18/2014	The Principal/Administrator will review on a monthly basis the results of all assessments given during that time period to ensure fidelity of progress monitoring.	5/29/2015 weekly
G2.MA1	Reading lesson plans will be monitored on a weekly basis by the Principal/	Henry, Charmaine	8/18/2014	Student assessment results showing mastery of tested benchmarks will be	5/29/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	Administrator to check for strategies being implemented during that week of instruction.			evidence of progress toward meeting our goal.	
G2.B2.S1.MA1	Data from mini-assessments will be collected weekly. Data from the Reading Benchmark Assessments will be collected and analyzed as they are given based on the pacing guide. FAIR Assessment data will be collected and analyzed 3 times per year.	Henry, Charmaine	8/18/2014	The Principal/Administrator will review and compare the results of all reading assessments in order to ensure the effectiveness of the strategies being used.	5/29/2015 weekly
G2.B2.S1.MA1	The Principal/Administrator will conduct weekly Classroom Walk-Throughs; conference with teachers about strategies being used in the classroom; discuss and analyze test results to determine the effectiveness of the strategies being used.	Henry, Charmaine	8/18/2014	The Principal/Administrator will review on a monthly basis the results of all assessments given during that time period to ensure fidelity of progress monitoring.	5/29/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. All teachers will implement effective math strategies that are aligned to the Florida Standards in mathematics, so that all students may meet or exceed the AMO mathematics target for 2015.

G1.B1 Teachers ineffective instructional use of the textbook because of a lack of in-service training.

G1.B1.S1 Provide in-service training for new teachers on how to effectively use the math textbook and the district pacing guide on a monthly basis during early release time.

PD Opportunity 1

During early release time on a monthly basis, all teachers will meet for training on how to effectively utilize together the mathematics textbook, Florida Standards for Mathematics and the district math pacing guide.

Facilitator

Principal/Administrator

Participants

All K-3 teachers

Schedule

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

G2. All teachers will implement effective reading strategies that are aligned to the Florida Standards in English Language Arts and Literacy, so that all students may reach or exceed the reading AMO target for 2015.

G2.B2 Enough money in the budget to fund staff development training after school hours.

G2.B2.S1 Establish one day per month for staff development using early release time for students.

PD Opportunity 1

In-service training for new teachers on how to effectively use the reading textbook for classroom instruction will be held on a monthly basis during early release time.

Facilitator

Principal/Administrator,

Participants

All K-3 teachers

Schedule

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

Technical Assistance Items

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

Budget Rollup

Summary	
Description	Total
Goal 2: All teachers will implement effective reading strategies that are aligned to the Florida Standards in English Language Arts and Literacy, so that all students may reach or exceed the reading AMO target for 2015.	31,318
Grand Total	31,318

Goal 2: All teachers will implement effective reading strategies that are aligned to the Florida Standards in English Language Arts and Literacy, so that all students may reach or exceed the reading AMO target for 2015.		
Description	Source	Total
B2.S1.A1 - Title 1 Teacher tutor	Title I Part A	31,318
Total Goal 2		31,318