

Egret Lake Elementary School



2014-15 School Improvement Plan

Egret Lake Elementary School

5115 47TH PL N, West Palm Beach, FL 33417

www.edline.net/pages/egret_lake_elementary_school

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
89%

Alternative/ESE Center
No

Charter School
No

Minority
92%

School Grades History

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

School Board Approval

This plan is pending approval by the Palm Beach 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	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

At Egret Lake our mission is to strive to educate students and to assist them in realizing their full potential as responsible, productive, contributing members of society by providing an educational environment in which students are challenged, excellence is expected and differences are valued.

Provide the school's vision statement

The vision of Egret Lake is to challenge students to reach their maximum potential in reading, writing, mathematics, science and the arts. Our academic programs are tailored to meet the needs of all students to help them meet proficiency.

Egret Lake's single school culture motto is "Our Egrets SOAR to be the BEST, BRIGHTEST and MOST BEAUTIFUL". This philosophy is integrated throughout all facets of our school, and lays the foundation for students to be successful not only at Egret, but in middle school, high school, college and beyond.

School Environment

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

Egret Lake is an Arts Integration school and will integrate the content required by Florida Statute 1003.42(2) and School Board Policy 2.09 (8)(b) , as applicable to appropriate grade levels including but not limited to: History of Holocaust, History of Africans and African American, Hispanic Contributions, and Sacrifices of Veterans.

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

Our school has a School Positive Behavior Support Team. We have the following systems in place: Capturing Kids Heart - Egret Lake Way, Meet & Greet each student at the door with a warm welcome using their name, making eye contact and smiling using a handshake to groom them for the future. We will involve instructional, non-instructional, office staff, cafeteria personnel and bus drivers in the process of modeling and teaching high expectations in all settings.

We also have Arts Integration Lessons, Activities and Programs. Student may participate in our Art Club, Recycling Club, Chorus, EMAD, and Literacy Club. These programs help create a safe, respected and positive school environment.

The Guidance Counselor develops a Character Counts monthly calendar. Each week is a theme and each day supports that weekly theme.

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

Each teacher have written social contracts in each class using the school-wide behavior matrix. Each teacher utilizes CHAMPS - School wide signal, thumbs up include a little shake to distinguish a good job and will also use the school wide classroom management tracking tool to aid in minimizing

distractions and keeping students engaged during instructional time.

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 Guidance Counselor is on the Fine Arts rotation and she provides differentiated instruction on bully awareness, importance of good character and making good choices/decisions. The guidance counselor also mediates between students, counsels students and provides outside resources to parents. Some staff members mentor small groups of high needs students.

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

Monitor the attendance data below 90 percent of FY14 and FY15 students regardless of illness or disciplinary action. Monitor students with a performance code of Needs Development or Approaching in Language Arts and Mathematics. Monitor all level 1 students in Reading and Mathematics.

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	31	13	13	11	17	17	102
One or more suspensions	5	7	5	11	17	20	65
Course failure in ELA or Math	32	58	57	68	5	30	250
Level 1 on statewide assessment	0	0	0	45	38	42	125

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	18	12	10	46	15	31	132

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

Below are the intervention strategies employed by the school to improve the academic performance of students. They are:

1. Report Card - Parent Conference days each Trimester
2. Parental Contact with parents of students with excessive absences (automated phone call, administrative call, administrative letter, and area office contact)
3. Administrative data chats with students and teachers.
4. Leveled Literacy Intervention (LLI)
5. Foundations
6. FASTT Math
6. Tutorial groups

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 available at the school site.

Description

Each month a newsletter is sent home to parents in English, Spanish and Haitian-Creole. In the newsletters are reminder of meeting dates, important dates to remember, school news and any activities that are occurring on school campus for that month.

Parents receive reminder phone calls prior to SAC meetings, parent conferences and after school programs.

All parents have access to Edline to assist in monitoring their child's progress in schools and communicate with parents.

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

Egret Lake continues to seek partnerships with businesses and the surrounding community. Some of our current partners are Rotary Club, Walmart, Junior Achievement, Publix, and Education Foundation of Palm Beach County (Winner's Scholarship).

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
Rick, Christine	Principal
Roundtree, Tiana	Assistant Principal
Duggan, Jeannette	Instructional Coach
Starke, Jessica	Other
Atkin, Kelly	Teacher, ESE
Genchi, Gayle	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 Leadership Team follows a structured problem solving process that allows a diverse population of instructional and support staff to identify evidence-based interventions and provide support and follow up to students and families in need. The team integrates:

- Problem solving strategies and identifies evidence-based interventions
- On-going assessment of academic and behavioral intervention outcomes and the use of strategies and/or programs that address social and emotional concerns.
- Comprehensive data and observations to identify and support students.

The goal of MTSS is to use comprehensive data (e.g. EDW reports, Reading Running Records, classroom assessments, district assessments, and diagnostics reports) to identify and support students.

The reading instructional coach (Jeannette Duggan) and mathematics resource (Gayle Genchi) provide support to classroom teachers to assist with the Response to Intervention (RTI) process and ensure that SIP goals are met in their respective content areas. Jessica Starke (ELL Coordinator/SBT Leader) works with ESE coordinator, classroom teachers and students to provide MTSS and RTI to all students not meeting Tier I, II or III expectations. Administration (Christine Rick and Tiana DuPont-Roundtree) will work with all staff listed above to ensure implementation with MTSS and SIP support.

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

Students have been identified that have not met pupil progression. A referral is submitted by the classroom teacher. A plan is created by the teacher and School Based Team. That student participates in a research based intervention program that is designed to meet their needs and close their academic gap. The students progress is monitored weekly and the team meets frequently to discuss, monitor and reevaluate the students needs.

Teachers are supported monthly at the Literacy Cohort and Mathematics Cadre Trainings.

Title I Part A - Funds will be used for employment of staff members (1 Teacher Reading Coach, Teacher, 1 SAI Teacher, .5 Mathematics Resource), extended tutorial opportunities for lowest 25% and those needing enrichment, and for Parental Involvement activities including stipends for staff professional development and substitute teachers for parent conferences.

Title I Part C Migrant - Funds are used at the district level as needed for schools

Title I Part D - District Migrant Liaison provides services and support to our few qualifying students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met.

Title II - Funds are used at the district level as needed for schools to assist with coaching needs and professional development.

Title III - Services are provided through the district for educational materials and English Language Learner (ELL) district support services to improve the education of immigrant and ELL.

Title X Homeless - District homeless social worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)- Egret Lake has a teacher funded through SAI funds who provides supplemental reading instruction to struggling students in the intermediate grades.

Violence Prevention Program - The school promotes respect for oneself and others as the foundation for a safe school environment. In addition to positive, character building lesson, the school sends anti-bullying messages. Measures are in place to investigate bullying, counsel victims and instigators and to meet consequences as appropriate. Support and resources are provided by the Department of Safe Schools. District-wide implementation of Single School Culture as implemented through out School Positive Behavior Support Team.

Egret Lake is an Arts Integration School. We provided activities as well as lessons to demonstrate our appreciation of multicultural diversity.

Nutrition program - Egret Lake students benefit from 100% accessible breakfast program. Eligible families may apply for free or reduced lunch.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Crystal Parson	Teacher
Christine Rick	Principal
Adriana Harvey	Teacher
Jeannette Duggan	Teacher
Merline Medina	Education Support Employee
Carolyn Cooper	Education Support Employee
Behankier Llewellyn	Parent
Vanity R. Fields	Parent
Ellis Petit	Student

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

SAC will continue to meet monthly to discuss, the school policies, procedures, data, and activities. The SAC and school will work collaboratively to implement the SIP by monitoring student progress on district and state assessments. This information will be presented to SAC in December and February. The SAC committee also approves funding requests that support the goals listed in the SIP.

Development of this school improvement plan

At the first SAC meeting, parents were provided an overview of the school improvement plan and the floor was opened for suggestions and/or revisions. This presentation was translated and was a summary of resources and strategies used for instruction. It was explained to parents a draft would be available for their review and approval for the October meeting. The SAC also provides input on teacher development, school activities, parental involvement, incentives and school culture.

Preparation of the school's annual budget and plan

Funds will be spent on resources and programs approved by SAC based on student needs.

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

In the past SAC has purchased the following resources for students:

- Ticket to Read: \$1750.00
- Buckle Down: \$ 1240.52
- Ink: \$372.42
- iPad & iPad Bundle: \$4580.00

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
Rick, Christine	Principal
Roundtree, Tiana	Assistant Principal
Duggan, Jeannette	Instructional Coach
Sailor, Margo	Teacher, K-12
Nunez, Johanni	Teacher, K-12
Smith, Kathy	Teacher, K-12
Rich, Dionne	Teacher, K-12
Iles, Patrick	Teacher, K-12
Lehman, Ina	Teacher, K-12
Peters, Angela	Teacher, K-12
Kelsey, Lakeska	Teacher, K-12
Williams, Sharlene	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The function of the Literacy Leadership Team (LLT) is to work collaboratively with teacherx in the Implementation on the district Reading Curriculum [Units of Study, Lucy Caulkins Writing Curriculum, Leveled Literacy Intervention System (LLI), Fountas and Pinnell Reading Running Record System (RRR)].

A continued emphasis will be placed on building strong foundations of literacy in grades K-5 and addressing the proficiency gap at each grade level.

Raz Kids & Reading A-Z (Reading Technology)
iStation

Continue Reading Counts

Grades K through 2 - Implementation of the Florida State Standards and utilize Foundations as a classroom resource.

Grades K - 3 Fountas and Pinnell Word Work Instruction
Grades 4 - 5 Words their Way

Grades K-5 - Professional Development regarding targeted instruction via data analysis using FLKRS, Reading Running Records (RRR), Diagnostics, Performance Matters, Benchmark Assessments (Grade 3-5 increase technology skills utilizing the mobile iPad lab and preparing grades 3-5 students for future online assessments).

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

We conduct team building activities during Professional Development days. Additional professional development is provided for teachers during Literacy Cohort, Mathematics Cadre and Marzano Trainings. Each grade level has common planning. Weekly grade level meetings are facilitated by reading coach and/or assistant principal. Teacher accomplishments are highlighted inside and outside the classroom on morning announcements and on the teacher board in Main Office.

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

Egret Lake has the following strategies in place listed below to recruit and retain highly qualified, certified-in-field, effective teachers:

1. Administration will offer relevant and high quality professional development opportunities that meet the professional growth and build capacity of the staff and meets state and district mandates.
2. Partnering new teachers (less than 3 years) with veteran staff to provide mentoring through-out the school year.
3. Partnering new teachers to the school with grade chairs to get them acclimated to our school policies and procedures.
4. Place all first-year or teachers in Educator Support Program (ESP) (or any teacher that has not completed ESP) and monitor progress throughout the school year.

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

Egret Lake's mentoring program pairs a new teacher with a veteran (certified/clinical educator) Mentoring teachers will provide professional development support.

The mentor assists new educators with planning (time will be designated for coaching, planning and feedback.), modeling lessons (demonstrating best practices), monitoring (student academics and behavior), and the completion of the online Marzano TrainU course. They will also assist new teachers in completing the Professional Growth Plan (PGP), complete the required Florida Educator Accomplished Practices (FEAP's) 1-5 and attend Educator Support Program (ESP) meetings.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

Teachers have the opportunity to collaborate and unpack Florida Standards during common planning meetings with administration, reading coach and mathematics resource teacher. Teachers follow the district's scope and sequence for all content areas. Administration conduct daily classroom walkthroughs.

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

At Egret Lake, data is used to determine what differentiated instruction is needed to meet the diverse needs of students. Below are examples of how instruction is modified or supplemented to assistant

students not meeting proficiency on state assessment:

- Master Schedule (90 minutes uninterrupted block, 60 mathematics and at least 30-45 minutes of writing)
- Provide Immediate Intensive Instruction (iii) and Leveled Literacy Intervention (LLI) on an as needed basis.
- A balanced literacy approach which includes whole group lessons, small groups and one on one instruction.

During reading independent reading students select text based on their Reading Running Records (RRR) level.

- ESE and ELL push in and pull out support services.
- Mathematics lab for grades 3-5 to support teachers in remediation of skills or reteaching based on assessment data.
- Gradual release model during the mathematics block.
- Analyze unit assessments and student data during common planning meetings with teachers and administration.

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: Weekend Program

Minutes added to school year: 2,880

Instructional Staff will provide three hours of core academic instruction in reading and mathematics. Instructional staff will use research based strategies and supplemental instructional materials during Saturday tutorial.

Strategy Rationale

To increase the proficiency level of students in reading and mathematics.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Duggan, Jeannette, jeannette.duggan@palmbeachschools.org

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

Data that is collected will be from pre assessments and post assessments from tutorial. Additionally benchmark assessments will assist in determining the effectiveness of the instruction provided and will drive future instructional lessons.

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

All parents are invited to attend our Egret Lake Kindergarten Round-up in May, prior to students entering kindergarten. The parents and students receive information on registration, required immunizations and forms, and given a tour of the school where they meet the kindergarten teachers.

The parents are notified by fliers given to surrounding day cares, housing communities, and is displayed on the school's marquee. At this meeting, parents are given a list of activities to prepare their students for kindergarten. Kindergarten students are assessed the first week of the school year in order to determine individual and group needs and assist in the development of appropriate instructional and intervention programs. All students are assessed on letter identification, sound symbol correspondence and sight word knowledge. These assessments provide valuable information as it relates to students needs and progress.

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

Not applicable to Elementary School

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

Not applicable to Elementary School

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

Not applicable to Elementary School

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

Not applicable to Elementary School

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.** Increase Mathematics learning gains of the lowest 25% through the use of common planning and Saturday tutorial.
- G2.** Increase Science proficiency of 5th grade students through the use of common planning.
- G3.** Increase Reading gains of the lowest 25% through the use of common planning and Saturday tutorial.

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. Increase Mathematics learning gains of the lowest 25% through the use of common planning and Saturday tutorial. 1a

G048454

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	75.0

Resources Available to Support the Goal 2

- Tutorial
- District support
- Math lab addressing prerequisite skills
- Math resource teacher
- Differentiated instruction (with the use of manipulatives)
- Common planning

Targeted Barriers to Achieving the Goal 3

- A number of students not making adequate learning gains in Mathematics.

Plan to Monitor Progress Toward G1. 8

Data from assessments

Person Responsible

Tiana Roundtree

Schedule

Biweekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Item analysis', EDW reports, Performance Matters reports

G2. Increase Science proficiency of 5th grade students through the use of common planning. 1a

G047582

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	60.0

Resources Available to Support the Goal 2

- Science Fusion curriculum
- Materials for science experiments

Targeted Barriers to Achieving the Goal 3

- Lack of foundational concepts and critical thinking in science.

Plan to Monitor Progress Toward G2. 8

Mrs. Rick will collect the unit test item analysis' forms from Think Central.

Person Responsible

Christine Rick

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Unit assessment data and item analysis'

G3. Increase Reading gains of the lowest 25% through the use of common planning and Saturday tutorial.

1a

G048569

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	91.0

Resources Available to Support the Goal 2

- Tutorial
- Raz-Kids online leveled readers and Reading A to Z
- Reading Coach
- Scholastic Reading Counts
- Literacy Cohort professional development
- SAI Teacher
- Leveled Literacy Intervention (LLI)

Targeted Barriers to Achieving the Goal 3

- The lowest 25% are not making adequate learning gains in reading.

Plan to Monitor Progress Toward G3. 8

Data from assessments

Person Responsible

Jeannette Duggan

Schedule

Biweekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Item analysis', EDW reports, Performance Matters 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. Increase Mathematics learning gains of the lowest 25% through the use of common planning and Saturday tutorial. **1**

 G048454

G1.B1 A number of students not making adequate learning gains in Mathematics. **2**

 B120834

G1.B1.S1 Monitor and analyze student data during common planning meetings **4**

 S132748

Strategy Rationale

Increase learning gains of the lowest 25%

Action Step 1 **5**

Mathematics teachers will meet biweekly to monitor and analyze student data using item analysis'.

Person Responsible

Tiana Roundtree

Schedule

Biweekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Data chats, Lesson plans, Focus calendar, Completed item analysis forms

Action Step 2 5

Mathematics teachers will meet biweekly to common plan for the unit.

Person Responsible

Tiana Roundtree

Schedule

Biweekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Common planning agenda, Lesson plans, Focus calander

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

Classroom walkthroughs and observations of Mathematics lessons

Person Responsible

Tiana Roundtree

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Lesson plans, student work, and assessment scores

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

Monitor Mathematics strategies being taught.

Person Responsible

Tiana Roundtree

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Student work and assessment data

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

Monitor Mathematics skills being taught in the math lab.

Person Responsible

Tiana Roundtree

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Student work and assessment data

G1.B1.S2 The math resource teacher increases prerequisite skills through the utilization of the math lab (hands on learning, technology, etc.) 4

 S132881

Strategy Rationale

Increase learning gains of the lowest 25%

Action Step 1 5

A mathematics resource teacher

Person Responsible

Tiana Roundtree

Schedule

Biweekly, from 8/18/2014 to 8/18/2014

Evidence of Completion

Diagnostic Assessments, Computer Lab logs, and Lesson Plans

Action Step 2 5

Tutorial

Person Responsible

Angela Peters

Schedule

Weekly, from 10/14/2014 to 3/12/2015

Evidence of Completion

Lesson Plans, Pre and Post Assessments, student sign in sheets

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

Classroom Walkthroughs

Person Responsible

Tiana Roundtree

Schedule

Biweekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Classroom Walkthrough and Data Chats

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

Classroom Walkthrough and Assessments

Person Responsible

Tiana Roundtree

Schedule

Biweekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Student assessments, district diagnostic assessment

G2. Increase Science proficiency of 5th grade students through the use of common planning. 1

G047582

G2.B1 Lack of foundational concepts and critical thinking in science. 2

B118448

G2.B1.S1 Weekly common planning for 5th grade science teachers to discuss data, plan lessons, and experiments. 4

S130219

Strategy Rationale

Increase science proficiency

Action Step 1 5

5th grade Science teachers will meet weekly to discuss data, plan lessons and experiments.

Person Responsible

Christine Rick

Schedule

Weekly, from 8/12/2014 to 6/4/2015

Evidence of Completion

Common planning agendas and Lesson plans

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

Mrs. Ferry will provide copies of the common planning meeting notes and agendas to Mrs. Rick.

Person Responsible

Christine Rick

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Common planning notes, agendas, and lesson plans

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

Monitor skills being taught in Science and utilizing the instructional block efficiently to maximize instruction.

Person Responsible

Christine Rick

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Classroom Assessments and classroom walkthroughs

G3. Increase Reading gains of the lowest 25% through the use of common planning and Saturday tutorial. 1

 G048569

G3.B1 The lowest 25% are not making adequate learning gains in reading. 2

 B121204

G3.B1.S1 Monitor and analyze student data during common planning meetings. 4

 S133172

Strategy Rationale

Increase learning gains of the lowest 25%

Action Step 1 5

Reading teachers will meet biweekly to monitor and analyze student data using item analysis'

Person Responsible

Jeannette Duggan

Schedule

Biweekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Data chats, Lesson plans, Focus calendar, Completed item analysis

Action Step 2 5

Reading teachers will meet biweekly to common plan for the unit.

Person Responsible

Jeannette Duggan

Schedule

Biweekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Common planning agenda, Lesson plans, Focus calendar

Action Step 3 5

SAI teacher provide reading support

Person Responsible

Jeannette Duggan

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Action Step 4 5

Utilization of technology

Person Responsible

Jeannette Duggan

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Action Step 5 5

Professional Development opportunities

Person Responsible

Christine Rick

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Staff sign sheets, agenda, evaluation

Action Step 6 5

Provide Parent Trainings (FSA & Report Card)

Person Responsible

Christine Rick

Schedule

Quarterly, from 9/30/2014 to 2/27/2015

Evidence of Completion

Sign sheets, agenda, evaluation, handouts

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

Classroom walkthroughs and observations of Reading lessons

Person Responsible

Jeannette Duggan

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Lesson plans, student work, and assessment scores

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

Monitor reading strategies being taught.

Person Responsible

Jeannette Duggan

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Student work samples and assessment data

G3.B1.S2 Provide extended learning opportunities. 4

 S134303

Strategy Rationale

Increase student proficiency

Action Step 1 5

Provide after school tutorial

Person Responsible

Angela Peters

Schedule

On 3/12/2015

Evidence of Completion

Lesson Plan, student sign in sheets and assessments

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

Walkthroughs

Person Responsible

Christine Rick

Schedule

Biweekly, from 10/14/2014 to 3/12/2015

Evidence of Completion

Lesson Plans and walkthroughs

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

Analyze student assessment data

Person Responsible

Schedule

Monthly, from 10/14/2014 to 3/12/2015

Evidence of Completion

Pre and Post Assessments

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
G2.B1.S1.A1	5th grade Science teachers will meet weekly to discuss data, plan lessons and experiments.	Rick, Christine	8/12/2014	Common planning agendas and Lesson plans	6/4/2015 weekly
G1.B1.S1.A1	Mathematics teachers will meet biweekly to monitor and analyze student data using item analysis'.	Roundtree, Tiana	8/18/2014	Data chats, Lesson plans, Focus calendar, Completed item analysis forms	6/4/2015 biweekly
G3.B1.S1.A1	Reading teachers will meet biweekly to monitor and analyze student data using item analysis'	Duggan, Jeannette	8/18/2014	Data chats, Lesson plans, Focus calendar, Completed item analysis	6/4/2015 biweekly
G1.B1.S2.A1	A mathematics resource teacher	Roundtree, Tiana	8/18/2014	Diagnostic Assessments, Computer Lab logs, and Lesson Plans	8/18/2014 biweekly
G3.B1.S2.A1	Provide after school tutorial	Peters, Angela	10/14/2014	Lesson Plan, student sign in sheets and assessments	3/12/2015 one-time
G1.B1.S1.A2	Mathematics teachers will meet biweekly to common plan for the unit.	Roundtree, Tiana	8/18/2014	Common planning agenda, Lesson plans, Focus calendar	6/4/2015 biweekly
G3.B1.S1.A2	Reading teachers will meet biweekly to common plan for the unit.	Duggan, Jeannette	8/18/2014	Common planning agenda, Lesson plans, Focus calendar	6/4/2015 biweekly
G1.B1.S2.A2	Tutorial	Peters, Angela	10/14/2014	Lesson Plans, Pre and Post Assessments, student sign in sheets	3/12/2015 weekly
G3.B1.S1.A3	SAI teacher provide reading support	Duggan, Jeannette	8/18/2014		6/4/2015 daily
G3.B1.S1.A4	Utilization of technology	Duggan, Jeannette	8/18/2014		6/4/2015 daily
G3.B1.S1.A5	Professional Development opportunities	Rick, Christine	8/18/2014	Staff sign sheets, agenda, evaluation	6/4/2015 quarterly
G3.B1.S1.A6	Provide Parent Trainings (FSA & Report Card)	Rick, Christine	9/30/2014	Sign sheets, agenda, evaluation, handouts	2/27/2015 quarterly
G1.MA1	Data from assessments	Roundtree, Tiana	8/18/2014	Item analysis', EDW reports, Performance Matters reports	6/4/2015 biweekly
G1.B1.S1.MA1	Monitor Mathematics strategies being taught.	Roundtree, Tiana	8/18/2014	Student work and assessment data	6/4/2015 daily
G1.B1.S1.MA3	Monitor Mathematics skills being taught in the math lab.	Roundtree, Tiana	8/18/2014	Student work and assessment data	6/4/2015 daily
G1.B1.S1.MA1	Classroom walkthroughs and observations of Mathematics lessons	Roundtree, Tiana	8/18/2014	Lesson plans, student work, and assessment scores	6/4/2015 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S2.MA1	Classroom Walkthrough and Assessments	Roundtree, Tiana	8/18/2014	Student assessments, district diagnostic assessment	6/4/2015 biweekly
G1.B1.S2.MA1	Classroom Walkthroughs	Roundtree, Tiana	8/18/2014	Classroom Walkthrough and Data Chats	6/4/2015 biweekly
G2.MA1	Mrs. Rick will collect the unit test item analysis' forms from Think Central.	Rick, Christine	8/18/2014	Unit assessment data and item analysis'	6/4/2015 weekly
G2.B1.S1.MA1	Monitor skills being taught in Science and utilizing the instructional block efficiently to maximize instruction.	Rick, Christine	8/18/2014	Classroom Assessments and classroom walkthroughs	6/4/2015 weekly
G2.B1.S1.MA1	Mrs. Ferry will provide copies of the common planning meeting notes and agendas to Mrs. Rick.	Rick, Christine	8/18/2014	Common planning notes, agendas, and lesson plans	6/4/2015 weekly
G3.MA1	Data from assessments	Duggan, Jeannette	8/18/2014	Item analysis', EDW reports, Performance Matters reports	6/4/2015 biweekly
G3.B1.S1.MA1	Monitor reading strategies being taught.	Duggan, Jeannette	8/18/2014	Student work samples and assessment data	6/4/2015 daily
G3.B1.S1.MA1	Classroom walkthroughs and observations of Reading lessons	Duggan, Jeannette	8/18/2014	Lesson plans, student work, and assessment scores	6/4/2015 daily
G3.B1.S2.MA1	Analyze student assessment data		10/14/2014	Pre and Post Assessments	3/12/2015 monthly
G3.B1.S2.MA1	Walkthroughs	Rick, Christine	10/14/2014	Lesson Plans and walkthroughs	3/12/2015 biweekly

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. Increase Mathematics learning gains of the lowest 25% through the use of common planning and Saturday tutorial.

G1.B1 A number of students not making adequate learning gains in Mathematics.

G1.B1.S1 Monitor and analyze student data during common planning meetings

PD Opportunity 1

Mathematics teachers will meet biweekly to monitor and analyze student data using item analysis'.

Facilitator

Tiana Roundtree

Participants

Grades K-5 mathematics teachers

Schedule

Biweekly, from 8/18/2014 to 6/4/2015

PD Opportunity 2

Mathematics teachers will meet biweekly to common plan for the unit.

Facilitator

Tiana Roundtree

Participants

Grades K-5 mathematics teachers

Schedule

Biweekly, from 8/18/2014 to 6/4/2015

G2. Increase Science proficiency of 5th grade students through the use of common planning.

G2.B1 Lack of foundational concepts and critical thinking in science.

G2.B1.S1 Weekly common planning for 5th grade science teachers to discuss data, plan lessons, and experiments.

PD Opportunity 1

5th grade Science teachers will meet weekly to discuss data, plan lessons and experiments.

Facilitator

Caira Ferry

Participants

2 Science Teachers

Schedule

Weekly, from 8/12/2014 to 6/4/2015

G3. Increase Reading gains of the lowest 25% through the use of common planning and Saturday tutorial.

G3.B1 The lowest 25% are not making adequate learning gains in reading.

G3.B1.S1 Monitor and analyze student data during common planning meetings.

PD Opportunity 1

Reading teachers will meet biweekly to monitor and analyze student data using item analysis'

Facilitator

Jeannette Duggan

Participants

Grades K - 5 reading teachers

Schedule

Biweekly, from 8/18/2014 to 6/4/2015

PD Opportunity 2

Reading teachers will meet biweekly to common plan for the unit.

Facilitator

Jeannette Duggan

Participants

Grades K - 5 reading teachers

Schedule

Biweekly, from 8/18/2014 to 6/4/2015

PD Opportunity 3

Professional Development opportunities

Facilitator

Christine Rick , Principal

Participants

Teachers

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

PD Opportunity 4

Provide Parent Trainings (FSA & Report Card)

Facilitator

Tiana DuPont-Roundtree, Jeannette Duggan

Participants

Parents and students

Schedule

Quarterly, from 9/30/2014 to 2/27/2015

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: Increase Mathematics learning gains of the lowest 25% through the use of common planning and Saturday tutorial.	14,750
Goal 3: Increase Reading gains of the lowest 25% through the use of common planning and Saturday tutorial.	174,757
Grand Total	189,507

Goal 1: Increase Mathematics learning gains of the lowest 25% through the use of common planning and Saturday tutorial.

Description	Source	Total
B1.S2.A1 - Supplies, manipulatives, paper, pencils, composition notebooks (journals)	Title I Part A	4,750
B1.S2.A2 - Tutorial	Title I Part A	5,000
B1.S2.A2 - Tutorial Supplies	Title I Part A	5,000
Total Goal 1		14,750

Goal 3: Increase Reading gains of the lowest 25% through the use of common planning and Saturday tutorial.

Description	Source	Total
B1.S1.A1 - 1 Reading Coach	Title I Part A	65,879
B1.S1.A2 - Chart paper, paper, pens, highlighters, ink, resource materials to supplement lessons	Title I Part A	4,750
B1.S1.A3 - 1 SAI Teacher	Title I Part A	65,879
B1.S1.A4 - Raz Kids and Reading Plus	Title I Part A	6,000
B1.S1.A5 - Conferences FAME (Travel expenses)	Title I Part A	1,606
B1.S1.A5 - Professional Development Substitutes	Title I Part A	3,000
B1.S1.A6 - Parent Training	Title I Part A	2,738
B1.S1.A6 - Communications (postage)	Title I Part A	700
B1.S1.A6 - Supplies (paper, ink, chart paper, food)	Title I Part A	2,205
B1.S1.A6 - Substitutes for Parent Trainings	Title I Part A	6,000
B1.S2.A1 - Tutorial	Title I Part A	13,000

Goal 3: Increase Reading gains of the lowest 25% through the use of common planning and Saturday tutorial.

Description	Source	Total
B1.S2.A1 - Tutorial Transportation	Title I Part A	3,000
Total Goal 3		174,757