

George W. Munroe Elementary School

1850 W KING ST, Quincy, FL 32351

<http://www.gcps.k12.fl.us/>

School Demographics

School Type

Elementary

Title I

Yes

Free/Reduced Price Lunch

65%

Alternative/ESE Center

No

Charter School

No

Minority

97%

School Grades History

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

School Board Approval

This plan is pending approval by the Gadsden 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	19
Goals Summary	19
Goals Detail	19
Action Plan for Improvement	23
Appendix 1: Implementation Timeline	31
Appendix 2: Professional Development and Technical Assistance Outlines	33
Professional Development Opportunities	34
Technical Assistance Items	0
Appendix 3: Budget to Support Goals	0

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
Focus	1	Melissa Ramsey
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Our mission is to create a learning environment that nurtures a student's ability to create, construct and excel. We know students are unique in their needs, thought processes, and learning styles and will be motivated in different ways. Therefore, we will provide a safe, supportive learning environment with opportunities for each student to develop the skills and knowledge to become a responsible, successful citizen.

Provide the school's vision statement

To deliver rigorous instruction that prepares students for college and careers through on-going professional development, mentoring, and providing feedback that helps students meet high expectations.

School Environment

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

The school staff demonstrates integrity throughout the school community by exhibiting behaviors that demonstrate respect for individuals, committing to complete tasks that have been agreed upon, and being honest. The school staff takes a personal interest in the well being of its students and families and maintains open lines of communication.

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

In an effort to promote student safety and respect the school staff will host multi-cultural activities to teach the students to embrace individual and cultural differences within the student body. Students are involved in a host of activities designed to discourage bullying, and to encourage high achievement throughout the school community.

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 has an approved behavior management tracking system which alerts parents and students of behavior occurrences. Students are given opportunities to re-direct their behavior before visiting the grade level chair. If the behavior is not sufficiently modified, the student may be sent to the guidance counselor or one of the school's behavior specialists. Once the student has gone through pre-approved interventions, and the behavior continues to manifest itself in a negative manner, the student may be sent to the Principal.

Parents are contacted after the second intervention has been employed.

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 provides character education classes weekly for all students. Students also participate in good citizenship assemblies monthly.

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

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
	3	4	5	
Attendance below 90 percent	1	2	2	5
One or more suspensions	0	0	0	
Course failure in ELA or Math	0	0	0	
Level 1 on statewide assessment	0	0	0	

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

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

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

1. Parent Conferences
2. Attendance Incentives
3. Behavior Rewards
4. Reading Intervention
5. Computer Assistive Instruction (I-Ready)
6. Small Group Instruction

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

In order to increase parental involvement for 2013-14 school year, our school is committed to fostering and sustaining healthy relationships between and school by creating a learning community that is respectful, reciprocal, relevant, responsive and reliable. We will accomplish this target by:

- Making it possible for all parents to be involved in their child's schooling by holding meetings that accommodate working parents as well as those parents whose dominate language is not English.
- Involving parents in the decision making process by soliciting their involvement in the PTO and School Advisory Committee.
- Providing various training sessions and meetings in the language the parents can understand.
- Ensuring that all parents understand and have equal access to information regarding policies, procedures, rules, rights, and notices by having them printed in both English and Spanish.
- Improve and increase communication between teachers and parents.
- Provide programs and resources that strengthen parenting skills and helps parents to provide better educational assistance to their children.
- Notifying parents of reading levels and providing them with the information to help improve independent reading.
- Inviting parents input through a reflection of their experiences when working with the students to complete assignments.

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's leadership works tirelessly to create a learning environment that encourages high expectations for success through development-appropriate instruction that allows for individual differences and learning styles.

Parents are involved in the planning and revising of the instructional plan at the school and are encouraged to actively participate in Professional Learning Communities, book studies, leadership meetings, and other events designed to alter the school's instructional focus.

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
Davis, Allysun	Principal
Brown, Germaine	Assistant Principal
Cineus, Shunteen	Teacher, K-12
Williams, Shannon	Teacher, K-12
Viel, Julie	Teacher, K-12
Clark, Hannah	Teacher, K-12
Graham, Sarah	Teacher, K-12
Wilkerson, Kristina	Teacher, K-12
Wilson, Brittanica	Teacher, ESE
Reynolds, Janae	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 will meet to discuss:

- School-wide data in Reading, Math, Science and Writing
- implementation of problem solving strategies
- review of progress monitoring data for each grade-level and sharing of information presented in weekly grade group meetings
- identification of staff development resources and needs
- identification and evaluation of Tier 1,2 and 3 students

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 school based Leadership Team will evaluate and assess effectiveness through the following:

- Administration, and District classroom walk throughs
- ESE/ESOL Paraprofessional and Resource teacher pull outs
- Professional Development for Staff
- Behavioral Specialist Support
- Behavioral Health Course
- ESE Intervention Specialist
- Florida State University Bloom Project
- Florida Center for Reading Research

Title I, Part A

Title I, Part A funds will be used to fund supplemental resources, activities and personnel in the areas where the school meet it AMOs, specifically in reading and mathematics. Such funding includes salaries for teachers and paraprofessionals, licensure for computer-assisted instruction, hardware, and supplemental resources. Title I, Part A will also provide support to teachers to become well-trained and highly-competent in core instructional programs. Additionally, all eligible students are solicited and strongly encouraged to take part in the free tutoring, which is funded through Title I, Part A. Title I, Part A will also support the school in parent involvement activities and resources by offering funding to boost attendance of inservices and conferences for parents. Additionally, Title I, Part A will support the VPK program by providing a program extension to include teacher and paraprofessional salaries and the provision of supplemental supplies.

School boards and superintendents throughout Florida are required by state statute to cooperate with the Department of Education in identifying and reporting the names of each child who meet the qualifications defined by the Federal Regulation (Section 201.3) and Florida Statutes 230.23(13)(b) and 230.33(14)(b). To accomplish this recruiters are employed to identify and recruit migrant families. Recruitment activities and handled through periodic visits to migrant living areas, referrals from schools, health departments, food stamp offices and other agencies. The district Migrant Liaison provides services and support to Hispanic students and parents. The liaison coordinates the Title I, Part C funding to meet the students' needs.

Contact is maintained with Ms. Pouncey, Program Coordinator. Established collaboration includes, but is not limited to: a) assistance with interpretation for migrant parents at IEP meetings, parent meetings, parent-teacher conferences, etc., b) Summer school for migrant students, c) supplementary educational resources for teachers serving migrant students, and d) supplemental tutorials offered at the PAEC-MEP office. Migrant staff will monitor grades and attendance, and confer, as needed, with teachers and parents regarding academic progress. Supplementary tutorials are offered to priority for Services students on a regular basis during the school year; all other migrant students will receive tutorial services as needed. Home visits are conducted as needed based on grades and attendance.

Title I, Part D

Funds are received at the district for Alternative Education Programs. Services are coordinated with Drop-out Prevention programs. Funds are used to hire Behavioral Specialist for behavioral

modification and social skills training.

Title II

Funds are received at the district to purchase equipment for classrooms. The purchase of technology hardware and software will be used to increase instruction and enhance reading and math skills for struggling students.

Title III

District provides services and educational materials for English Language Learners (ELL) support services to improve the education of English language Learners.

Title X - Homeless

District Homeless/Social Worker identifies students as homeless as defined by the McKinney-Vento Act. The social worker then provides resources, such as clothing, school supplies, social services, etc.

Supplemental Academic Instruction (SAI)

Summer school for 2nd low-performing students in reading and 3rd grade Level 1 and low Level 2 students in reading is provided by SAI funds in coordination with Title I funds.

Violence Prevention Programs

The district offers trainings to behavior specialists and administrators to train them in prevention training for school violence and emergencies. Additionally, site-based bullying course and Social and Emotional Health courses are offered to targeted students who have identified as students with behavioral challenges.

Nutrition Programs

The Health Clinic will share information on nutritional topics with Social and Emotional Health classes, as well as during, individual units on health and fitness in the classrooms and during PE, throughout the year.

Head Start

District Headstart Program Specialist coordinates the curriculum and provides resources to classrooms to prepare two and three-year old students who are identified as developmentally delayed. Headstart funds are coordinated with Title I funds to meet student needs.

Career and Technical Education

Our Annual Career Fair will be held during the spring session of the year.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Keamia Evans	Student
Sarah Graham	Teacher
Germaine Brown	Education Support Employee
Michelle Medolsin	Parent
Roy Moore	Business/Community
Shironda Thirpen	Parent
Catarina Francisco	Parent
Percillia Hatten	Parent
Wendy Day	Parent
Brittanica Wilson	Teacher
Kaye Moore	Parent
Mary Harris	Parent
Yvette Bittle	Parent
Nicole Bush	Student
	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

The team assembled to analyze performance data in an effort to identify strengths and weaknesses. Based on the data, school goals for the 2014-2015 school year will address reading, science, writing, and math.

Development of this school improvement plan

The SAC is involved in developing the school improvement by giving input to the School Leadership Team through a series of forums via open house meetings, PTA meetings and regularly SAC meetings. The SAC team then approves the document before submitting it to the district and state.

Preparation of the school's annual budget and plan

The committee meets with the Principal monthly to discuss purchases, needs, and goals.

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

SAC projected use of funding shall include:

Teacher instructional resources: \$2,500

Student incentives: \$2,000

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Brown, Germaine	Assistant Principal
Davis, Allysun	Principal
Crawford, Theresa	Teacher, K-12
Keaton, Diane	Teacher, K-12
McClendon, Ashley	Teacher, K-12
Reese, Allison	Teacher, K-12
Snowden, Dylan	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

Implementing the Journey's Reading Program with fidelity
Parent Reading Nights/Trainings
Utilize the "Book It" Program to foster a love for Reading
The literacy team provides professional development on reading instruction for our teachers and paraprofessionals.

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

All teachers are required to participate in professional development which is based on Marzano's Framework. The Marzano model requires teachers to infuse effective, research-based strategies in all areas. Grade levels meet weekly for Curriculum Chats during which data is reviewed and reading strategies are introduced and discussed so that teachers can implement them in their lessons. The use of reading strategies by all teachers is monitored by classroom observations conducted by the principal and assistant principal.

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

George W. Munroe Elementary School is committed to recruiting and retaining highly qualified, certified-in-field, effective teachers. This charge is the primary, but not sole, responsibility of the principal. In order to help students achieve at higher levels and meet the newly adopted Common Core Standards, we need highly-effective and well-supported teachers for all children.

The Gadsden County School District is also conjointly responsible by making a concerted and coordinated effort to overhaul recruiting, preparation, induction, and support policies, which will ensure that every student has access to high-quality teaching in every classroom, every day. We believe that our teachers need to feel supported, prepared, justly rewarded, and confident in their ability to succeed in our school. We want our school to be a place where teachers want to work for many years. Our strategies for recruiting and retaining consist of:

- Improving teacher working conditions, including ensuring strong school leadership, time for teachers to develop their teaching craft, and sufficient materials and resources to teach effectively
- Improving preparation and support for beginning teachers

- Preparing teachers in new and innovative ways, which allows teachers to meet the needs of the racially, culturally, and linguistically diverse children at George Munroe and to become the agents of change who can help improve and sustain academic achievement for all students
- Solid academic instruction in pedagogy, subject matter, classroom management, and child development before the candidate begins to work in a school
- * National search for Instructors using Teacher to Teacher
- An organized and comprehensive mentoring program of support by experienced, trained mentors

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

The mentoring program at George W. Munroe Elementary is designed to provide new teachers with support, resources, and lessons learned from experienced and highly effective teachers with proven records of student success in the classroom. These expert teachers and coaches will provide guidance for the day-to-day challenges of classroom management and effective instruction, thus enabling new teachers to become acclimated to the new school environment, which will ultimately lead to student success. Our beginning teachers' program ensures that all new teachers are supported by comprehensive induction procedures, which allows each new teacher to perform at a higher level while their students achieve greater success. Beginning teachers are required to participate in a one-year induction program, in which during the induction period beginning teachers will have a formal orientation, mentor support, and both formative and summative evaluations. This mentoring program allows mentors to assist beginning teachers as they transition from the university or other environments to classroom practice. The primary activities of our mentoring program will include:

- group and individual mentoring sessions that provide basic teaching tips; ideas and strategies that can be immediately implemented into the classroom
- group and individual mentoring sessions that provide new ideas in teaching methodologies
- forums facilitated by experienced teachers, which allows them to share their expertise and tips

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 state approved materials for its core instruction. The materials are aligned with the new Florida Core Standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

The school uses data to inform instruction at each grade level. Data is analyzed to identify strengths and weaknesses by student, class, grade level, and to provide a snap shot of the school's performance overall.

Deficits are addressed as needed and plans are modified to attack weaknesses with added supports for teachers and students.

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: 10,800

We will provide an additional hour of reading intervention to remediate skill deficiencies.

Strategy Rationale

The strategy offers students in grades 3-5 added instruction in core academic subjects. The teachers provide creative enrichment activities that contribute to a well-rounded education

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Davis, Allysun, davis@gcpsmail.com

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

Data will be collected analyzed through informal and formal data collection systems. The data will be extracted from performance matters (core program, school-level and district exams), PMRN and I- Ready reports.

Strategy: Extended School Day

Minutes added to school year: 10,800

School-wide data team reviews data and determine if school is on track. Grade level teams review data and make adjustments, when necessary to instructional practices. Administrative teams meets monthly with district team to review data, instructional strategies, as well as classroom walkthroughs.

Strategy Rationale

The strategy keeps the entire school community aware of the school's performance data and helps administrators identify school deficits.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Davis, Allysun, davis@gcpsmail.com

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

Data is collected through formal and informal walkthroughs as well as formal observations conducted by administrators. Student data is reviewed to track impact on student performance

Strategy: After School Program

Minutes added to school year: 10,800

We will provide enrichment activities to select students in core subject areas based on individual students needs after reviewing weekly exams, unit assessments and district interim assessments, using instructional resources for the adopted core reading, math and science programs.

Strategy Rationale

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Brown, Germaine, browng@gcpsmail.com

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

Data will be collected analyzed through informal and formal data collection systems. The data will be extracted from performance matters (core program, school-level and district exams), PMRN and CCC Successmaker reports.

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 Prekindergarten Program Coordinator created a transition plan for students when they move from one level or program to another. The plan provides services that are of the highest possible quality, that ensures the needs and aspirations of families and children are at the center of each child's transition, and delivers services in the least restrictive environment that is appropriate for each child.

The plan supports successful transitions for enrolled children and families from previous child care programs, Early Head start or other child care settings into Prekindergarten.

The plan supports successful transitions for enrolled children and their families from Prekindergarten into elementary schools or other childcare settings.

The plan ensures that individual prekindergarten children's relevant records are transferred to the elementary schools or next placement.

The plan encourages communication between prekindergarten staff and their counterparts in the schools and other childcare settings including principals, teachers, social workers, and health staff to facilitate continuity of the program.

The plan initiates meeting involving prekindergarten teachers, parents and kindergarten or elementary school teachers to discuss the developmental progress and abilities of individual children.

The plan assists parents in becoming their child's advocate as they transition from the home or other childcare setting into prekindergarten, through trainings and workshops.

The plan assists parents in becoming their child's advocate as they transition from the prekindergarten into elementary school or other childcare setting, through trainings and workshops.

The plan provides training for prekindergarten staff on planning for successful transitions to and from the prekindergarten program, through trainings and workshops.

The plan assists 5th grade students acclimate to the middle school environment by allowing the students to participate in the middle school orientation day.

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** 40% percent of all Fifth Grade Students will score a Level 3 or above on the 2015 Science FCAT.
- G2.** 61% of all students will score at or above the state's proficiency level on the Florida Standards Assessment in mathematics
- G3.** 50% of all students in grades 3-5 will score at or above the state's proficiency level on the Florida Standards Assessment in Reading.

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. 40% percent of all Fifth Grade Students will score a Level 3 or above on the 2015 Science FCAT. 1a

G047968

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	40.0

Resources Available to Support the Goal 2

- Pearson Interactive Science Curriculum, Science Lab, Science Coach, Greenhouse

Targeted Barriers to Achieving the Goal 3

- Lack of background and content knowledge

Plan to Monitor Progress Toward G1. 8

Science Observations and Performance Matters Data Management will be used to decide if progress toward the goal is satisfactory. Success will be measured by student performance on monthly science assessments.

The items chosen for the assessments will be drafted per the NGSSS item specifications and the FLDOE Test Design summary (<http://fcats.fldoe.org/pdf/designsummary.pdf>), so as to prepare students for the rigor of the FCAT.

It is expected that 60% of the students will score 70% or better on the assessments. If that criteria is not reached, then the content will be retaught.

Daily Maintenance will occur on previously taught content. The teachers and coach will collaborate to assure that maintenance includes all assessed content and in particular those benchmarks that are specifically historically troublesome to 5th grade students.

Person Responsible

Allysun Davis

Schedule

Weekly, from 9/2/2014 to 4/30/2015

Evidence of Completion

FCAT, Baseline and Interim District Assessments, Teacher Created Assessments

G2. 61% of all students will score at or above the state's proficiency level on the Florida Standards Assessment in mathematics 1a

G047970

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	61.0

Resources Available to Support the Goal 2

- Go Math Curriculum, Think Central technology CCC Successmaker, ETO Math Specialist, Administrative support

Targeted Barriers to Achieving the Goal 3

- Limited support/ training from Go Math & Journeys Publishers
- large number of novice teachers
- students lack prerequisite skills and content

Plan to Monitor Progress Toward G2. 8

Baseline Acaletics Math Assessment, data meetings and group group meetings

Person Responsible

Allysun Davis

Schedule

Monthly, from 9/30/2014 to 5/14/2015

Evidence of Completion

data logs and chats

G3. 50% of all students in grades 3-5 will score at or above the state's proficiency level on the Florida Standards Assessment in Reading. 1a

G047972

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	53.0

Resources Available to Support the Goal 2

- Journey's Reading program, Assistant Principal (former Reading Coach), District ETO Specialists

Targeted Barriers to Achieving the Goal 3

- Large population of novice teachers
- Absence of a Reading Coach to support K-5 teachers.

Plan to Monitor Progress Toward G3. 8

Professional Development

Person Responsible

Germaine Brown

Schedule

Weekly, from 8/26/2014 to 5/13/2015

Evidence of Completion

End of year surveys, teacher evaluations, results of standardized assessments

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. 40% percent of all Fifth Grade Students will score a Level 3 or above on the 2015 Science FCAT. **1**

 G047968

G1.B1 Lack of background and content knowledge **2**

 B119500

G1.B1.S1 Ensure science curriculum is taught with fidelity. **4**

 S131329

Strategy Rationale

To provide students with a foundation that's essential to understanding science concepts

Action Step 1 **5**

Science to be taught on a daily basis. The curriculum chosen will be aligned to Item Specifications

Person Responsible

Schedule

Evidence of Completion

Pacing Guide, Focus Calendar, Assessments

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

The Science Curriculum will be taught according to a Pacing Guide and Focus Calendar that assures that requisite science benchmarks are taught and learned. Science Observations and Performance Matters Data Management will allow stakeholders to determine if the strategies are implemented.

Person Responsible

Allysun Davis

Schedule

Monthly, from 9/2/2014 to 5/4/2015

Evidence of Completion

Observations, Grade Group Meeting Minutes, Data from Assessments

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

Data to be collected will be scores and item analysis from Performance Matters. For each assessment, the monitoring team will determine how effective implementation strategies have been. If data indicates a specific percentage of students did not master the content, it will be retaught. In addition, data will be monitored to determine the maintenance activities per the FCIM Model.

Person Responsible

Schedule

Evidence of Completion

Observation notes, notes from Leadership Team, Data from Performance Matters

G2. 61% of all students will score at or above the state's proficiency level on the Florida Standards Assessment in mathematics **1**

 G047970

G2.B1 Limited support/ training from Go Math & Journeys Publishers **2**

 B119503

G2.B1.S1 Ensure that Go Math is taught with fidelity at all levels (K-5), and provide adequate enrichment activities (labs, centers, and hands-on activities). **4**

 S131333

Strategy Rationale

Action Step 1 **5**

classroom observations and walk -throughs

Person Responsible

Schedule

Evidence of Completion

observation forms, weekly professional development which is based upon the needs of the teachers

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

daily observations and walk-throughs

Person Responsible

Schedule

Evidence of Completion

observation forms, data logs

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

observations, walk-throughs

Person Responsible

Schedule

Evidence of Completion

data logs

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

Person Responsible

Schedule

Evidence of Completion

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

Person Responsible

Schedule

Evidence of Completion

G2.B2 large number of novice teachers 2

B119504

G2.B2.S1 use of the coaching cycle, peer observations 4

S131335

Strategy Rationale

Action Step 1 5

use of peer observations

Person Responsible

Anthony Clum

Schedule

Monthly, from 9/24/2014 to 5/6/2015

Evidence of Completion

observation/ evaluation tools, feedback forms, data chat forms

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

use of the coaching cycle, and peer observations

Person Responsible

Schedule

Evidence of Completion

provide feedback, and weekly observations

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

observations and classroom walk-throughs

Person Responsible

Schedule

Evidence of Completion

provide feedback, and weekly observations

G2.B3 students lack prerequisite skills and content **2**

 B119506

G2.B3.S1 Employ a tiered framework designed to differentiate, accelerate, and extend learning. FCIMS

4

 S131336

Strategy Rationale

Action Step 1 **5**

thorough use of assessment data (baseline, mid-year, summative, and benchmark data) to analyze and evaluate students' progression and the effectiveness of our instruction and newly adopted programs.

Person Responsible

Schedule

Evidence of Completion

data reports, data chat forms

Plan to Monitor Fidelity of Implementation of G2.B3.S1 **6**

thorough use of assessment data (baseline, mid-year, summative, and benchmark data) to analyze and evaluate students' progression and the effectiveness of our instruction and newly adopted programs.

Person Responsible

Schedule

Evidence of Completion

data reports, data chat forms

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

thorough use of assessment data (baseline, mid-year, summative, and benchmark data) to analyze and evaluate students' progression and the effectiveness of our instruction and newly adopted programs.

Person Responsible

Schedule

Evidence of Completion

data reports, data chat forms

G3. 50% of all students in grades 3-5 will score at or above the state's proficiency level on the Florida Standards Assessment in Reading. 1

G047972

G3.B1 Large population of novice teachers 2

B119510

G3.B1.S1 On-going weekly professional development by administrators and district Educational Transformational Office(ETO) 4

S131340

Strategy Rationale

Action Step 1 5

Surveys, student data reports, classroom walk-through forms, grade level meeting with administrators

Person Responsible

Schedule

Evidence of Completion

End of year surveys, teacher evaluations, results of standardized assessments

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

Professional Development

Person Responsible

Schedule

Evidence of Completion

End of year surveys, teacher evaluations, results of standardized assessments

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

Professional Development

Person Responsible

Schedule

Evidence of Completion

End of year surveys, teacher evaluations, results of standardized assessments

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

Person Responsible

Schedule

Evidence of Completion

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

Person Responsible

Schedule

Evidence of Completion

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	Science to be taught on a daily basis. The curriculum chosen will be aligned to Item Specifications		Pacing Guide, Focus Calendar, Assessments	once	
G2.B1.S1.A1	classroom observations and walk - throughs		observation forms, weekly professional development which is based upon the needs of the teachers	once	
G2.B2.S1.A1	use of peer observations	Clum, Anthony	9/24/2014	observation/ evaluation tools, feedback forms, data chat forms	5/6/2015 monthly
G2.B3.S1.A1	thorough use of assessment data (baseline, mid-year, summative, and benchmark data) to analyze and evaluate students' progression and the effectiveness of our instruction and newly adopted programs.		data reports, data chat forms	once	
G3.B1.S1.A1	Surveys, student data reports, classroom walk-through forms, grade level meeting with administrators		End of year surveys, teacher evaluations, results of standardized assessments	one-time	
G1.MA1	Science Observations and Performance Matters Data Management will be used to decide if progress toward the goal is satisfactory. Success will be measured by student performance on monthly science assessments. The items chosen for the assessments will be drafted per the NGSSS item specifications and the FLDOE Test Design summary (http://fcat.fldoe.org/pdf/designsummary.pdf), so as to prepare students for the rigor of the FCAT. It is expected that 60% of the	Davis, Allysun	9/2/2014	FCAT, Baseline and Interim District Assessments, Teacher Created Assessments	4/30/2015 weekly

Gadsden - 0041 - George W. Munroe Elem. School - 2014-15 SIP
George W. Munroe Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	students will score 70% or better on the assessments. If that criteria is not reached, then the content will be retaught. Daily Maintenance will occur on previously taught content. The teachers and coach will collaborate to assure that maintenance includes all assessed content and in particular those benchmarks that are specifically historically troublesome to 5th grade students.				
G1.B1.S1.MA1	Data to be collected will be scores and item analysis from Performance Matters. For each assessment, the monitoring team will determine how effective implementation strategies have been. If data indicates a specific percentage of students did not master the content, it will be retaught. In addition, data will be monitored to determine the maintenance activities per the FCIM Model.		Observation notes, notes from Leadership Team, Data from Performance Matters	once	
G1.B1.S1.MA1	The Science Curriculum will be taught according to a Pacing Guide and Focus Calendar that assures that requisite science benchmarks are taught and learned. Science Observations and Performance Matters Data Management will allow stakeholders to determine if the strategies are implemented.	Davis, Allysun	9/2/2014	Observations, Grade Group Meeting Minutes, Data from Assessments	5/4/2015 monthly
G2.MA1	Baseline Acaletics Math Assessment, data meetings and group group meetings	Davis, Allysun	9/30/2014	data logs and chats	5/14/2015 monthly
G2.B1.S1.MA1	observations, walk-throughs		data logs	once	
G2.B1.S1.MA1	daily observations and walk-throughs		observation forms, data logs	once	
G2.B2.S1.MA1	observations and classroom walk-throughs		provide feedback, and weekly observations	once	
G2.B2.S1.MA1	use of the coaching cycle, and peer observations		provide feedback, and weekly observations	once	
G2.B3.S1.MA1	thorough use of assessment data (baseline, mid-year, summative, and benchmark data) to analyze and evaluate students' progression and the effectiveness of our instruction and newly adopted programs.		data reports, data chat forms	once	
G2.B3.S1.MA1	thorough use of assessment data (baseline, mid-year, summative, and benchmark data) to analyze and evaluate students' progression and the effectiveness of our instruction and newly adopted programs.		data reports, data chat forms	once	
G2.B1.S2.MA1	[no content entered]			once	
G2.B1.S2.MA1	[no content entered]			once	
G3.MA1	Professional Development	Brown, Germaine	8/26/2014	End of year surveys, teacher evaluations, results of standardized assessments	5/13/2015 weekly

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	Professional Development		End of year surveys, teacher evaluations, results of standardized assessments	once	
G3.B1.S1.MA1	Professional Development		End of year surveys, teacher evaluations, results of standardized assessments	once	
G3.B1.S2.MA1	[no content entered]			once	
G3.B1.S2.MA1	[no content entered]			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. 40% percent of all Fifth Grade Students will score a Level 3 or above on the 2015 Science FCAT.

G1.B1 Lack of background and content knowledge

G1.B1.S1 Ensure science curriculum is taught with fidelity.

PD Opportunity 1

Science to be taught on a daily basis. The curriculum chosen will be aligned to Item Specifications

Facilitator

Participants

Schedule

G3. 50% of all students in grades 3-5 will score at or above the state's proficiency level on the Florida Standards Assessment in Reading.

G3.B1 Large population of novice teachers

G3.B1.S1 On-going weekly professional development by administrators and district Educational Transformational Office(ETO)

PD Opportunity 1

Surveys, student data reports, classroom walk-through forms, grade level meeting with administrators

Facilitator

Reading Coach

Participants

Classroom Teachers

Schedule