

# Tanglewood Elementary School



2014-15 School Improvement Plan

## Tanglewood Elementary School

1620 MANCHESTER BLVD, Fort Myers, FL 33919

<http://tan.leeschools.net/>

### School Demographics

**School Type**  
Elementary

**Title I**  
No

**Free/Reduced Price Lunch**  
63%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority**  
51%

### School Grades History

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

### School Board Approval

This plan is pending approval by the Lee 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	<a href="#">Gayle Sitter</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

Believe, Learn, Achieve, Succeed, Together through quality processes and continuous progress.

##### Provide the school's vision statement

To be a world class school system.

#### School Environment

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

Tanglewood Elementary invites all parents and students to their open house which each grade level present their expectations for the year. Also we hold student led conferences in the fall and spring to share how their child is progressing through the year.

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

Tanglewood offers breakfast club in the morning to help students feel comfortable in reading. We also have staff all through out the building greeting our students as they walk into school. In the afternoon the school offers violin, choir, guitar club and tutoring sessions for 3, 4 and 5th. We also have safety patrol who is stationed around the school in the morning and in the afternoon to help any student who expresses need for support.

##### 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

Tanglewood implements the PBS behavioral system school wide. Every teacher has set their expectations high in their classroom and holds their child to high standards. High expectations are expected throughout the school including the hallways, bus and cafeteria.

##### 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

Tanglewood Elementary's guidance counselor goes into classrooms and conducts lessons on character, bullying and social and emotional issues. She also holds small groups with students who may be going through a difficult time. We also set up a mentor system with our teachers where they are paired up with a buddy that will come in and check in with them to see how their progress is going.

#### 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
	K	1	2	3	4	5	
Attendance below 90 percent	0	0	0	8	11	12	31
One or more suspensions	17	3	8	10	5	5	48
Course failure in ELA or Math	5	2	0	2	0	0	9
Level 1 on statewide assessment	0	0	0	0	0	0	

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

N/A

**Family and Community Involvement**

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

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

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

**Will the school use its PIP to satisfy this question?**

No

**PIP Link**

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

**Description**

We will provide various activities for parent involvement: FCAT night, AR night, Student Led Conferences, PTA monthly meetings, PTA Family Fun Nights, and Academic Fair etc.

We will effectively communicate School Events: use ParentLink to notify parents of monthly events, school newsletter, school marquee and school website to advertise and relay school news.

We will actively pursue school volunteers: Promote within the school, the community, and with business partners to increase volunteers within school to assist students' academic needs.

**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**

Tanglewood extends their hand out to all community members to join us throughout the day. We have members from Target come in and lend a helping hand in the classrooms. We also invite community members to all PTA and SAC meetings. We have a community breakfast to welcome all volunteers.

**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
Wipf, Sherri	Principal
Musich, Shane	Assistant Principal
DeSellem, Deanna	Teacher, K-12
McBride, Jen	Teacher, K-12
Gentile, Shannon	Guidance Counselor
Gindele, Jan	Teacher, ESE
Valentine, Sue	Instructional Coach

### Duties

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

MTSS Leadership Team at Tanglewood meets on a weekly basis to analyze school or student progress data in order to monitor the progress of students receiving interventions and to identify students in need of more support.

The team uses the five-step problem solving process as outlined in the district's Response to Intervention Manual.

The roles of each member are as follows:

Classroom Teacher:

- Keep ongoing progress monitoring notes in a MTSS folder (FAIR, curriculum assessments, SAT 10 or FCAT scores, work samples, anecdotes) to be filed in cumulative folder at the end of each school year or if transferring/withdrawing
- Attend MTSS Team meetings to collaborate on & monitor students who are struggling
- Implement interventions designed by MTSS Team for students in Tier 2 & 3
- Deliver instructional interventions with fidelity

Technology/Curriculum Specialist

- Attend MTSS Team meetings
- Train teachers in interventions, progress monitoring, differentiated instruction
- Monitors Tier 2 & 3 interventions
- Keep progress monitoring notes & anecdotal of interventions implemented
- Administer screenings

Speech-Language Pathologist

- Attend MTSS Team meetings for some Tier 2 & Tier 3 students
- Completes Communication Skills screening for students unsuccessful with Tier 2 interventions
- Assist with Tier 2 & 3 interventions through collaboration, training, and/or direct student contact
- Incorporate MTSS data when guiding a possible Speech/Language referral & when making eligibility decisions

Principal/Assistant Principal

- Facilitate implementation of MTSS in your building
- Provide or coordinate valuable and continuous professional development
- Assign paraprofessionals to support MTSS implementation when possible
- Attend MTSS Team meetings to be active in the MTSS change process
- Conduct classroom Walk-Throughs to monitor fidelity

- Collect school-wide data for team to use in determining at-risk students

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

School Guidance Counselor:

- Serves as facilitator for the MTSS Team
- Schedule and attend MTSS Team meetings
- Maintain log of all students involved in the MTSS process
- Send parent invites
- Complete necessary MTSS forms
- Conduct social-developmental history interviews when requested

School Psychologist

- Attend MTSS Team meetings on some students in Tier 2 & on all students in Tier 3
- Monitor data collection process for fidelity
- Review & interpret progress monitoring data
- Collaborate with MTSS Team on effective instruction & specific interventions
- Incorporate MTSS data when guiding a possible ESE referral & when making eligibility decisions

ESE Teacher/Staffing Specialist

- Consult with MTSS Team regarding Tier 3 interventions
- Incorporate MTSS data when making eligibility decisions
- Consults and advises team to additional specialist that may be needed at a meeting to help assist in intervention ideas etc. for a student.

Specialist (Behavior, OT, PT, ASD)

- Consult with MTSS Team

Social Worker

- Attend MTSS Team meetings when requested
- Conduct social-developmental history interviews and share with MTSS Team

ESOL/ELL Representative

- Attend all MTSS Team meetings for identified ELL students, advising and completing LEP paperwork
- Conduct language screenings and assessments
- Assists in scheduling services for ELL students who are identified as needing additional 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***

The MTSS Leadership Team assists with the analysis of school, classroom, and student level data in order to identify areas for school improvement.

Additionally, the team assists with the evaluation of the student response to current interventions curricula and school systems.

Funds will be used to support staff for professional development training. Training will be delivered in half-day or full-day trainings. Subs will provided and district personnel will support staff to plan for learning, rigor, and a focus on writing. Professional development will increase student achievement gains school-wide by focusing on teaching and learning. Learning will be monitored during instruction and effectiveness of learning will be monitored during PLC meetings. Instructional staff will meet as a PLC to clarify and focus on what students must learn, gather evidence of student learning, and analyze the data evidence. During this process, each team will focus on the four critical questions to drive their PLC: What is it we expect them to learn?, How will we know when they have learned it?, How will we respond when they don't learn? and How will we respond when they already know it?

**School Advisory Council (SAC)**

**Membership**

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

Name	Stakeholder Group
Stacey Rice	Teacher
Shane Musich	Parent
Sherri Wipf	Principal
Carolyn Weiler	Parent
Meg Middaugh	Parent
Claudia Maudlin	Parent
Patrick Hartig	Business/Community
Florence Russell	Business/Community
Nikki Georgatos	Education Support Employee
Jenifer McBride	Parent
Maria Acosta	Teacher

**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*

*Development of this school improvement plan*

The School Improvement and Education Accountability system, which includes the SAC, sets up priorities and student performance standards that serve as guiding principles for everything the council does.

Simply put, a SAC's job is to examine aspects of its school as suggested by the priorities and generate a School Improvement Plan (SIP) that addresses targeting the identified priorities and meeting the student performance standards.

The council must consider what is known about its school and decide which areas need improvement. An analysis of student achievement and school performance data should occur. Then the SAC must decide which needs are most important and pressing.

The group will then develop strategies—the “how-to” for improving the areas most important to their school—and decide how to measure the results of the strategies they plan to implement.

At the end of this process, the SAC will have created the SIP, which addresses issues relative to budget, training, instructional materials, technology, staffing, student support services, school safety, discipline strategies, student health and fitness, indoor environmental air quality, and matters of resource allocation.

*Preparation of the school's annual budget and plan*

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

Staff Development

**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
McBride, Jen	Teacher, K-12
Musich, Shane	Assistant Principal
Rice, Stacey	Teacher, K-12
Wipf, Sherri	Principal
DeSellem, Deanna	Teacher, K-12
Herchik, Mary	Teacher, K-12
Hering, Jessica	Teacher, K-12
Ippolito, Christina	Teacher, K-12
Pierce, Beverly	Teacher, K-12
Prysi, Marylin	Teacher, K-12
Quattrucci, Lou	Teacher, K-12

### Duties

#### ***Describe how the LLT promotes literacy within the school***

Monitoring the lowest 25% in Reading and Math to ensure learning gains are being met will be the major initiative of the LLT team this year. After identification of the lowest 25%, we will implement support for these students through mentoring programs as well as extended day learning opportunities. The LLT will collectively look at additional resources to support the individual needs of the identified students. The LLT will provide ongoing Professional Development for the staff as related to the supporting resources.

### 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**

Grade level teams meet regularly on a weekly basis to discuss data driven decisions and to discuss and complete a UbD plan.

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

Florida State Statue 1012.42 recognizes teachers at times which must be assigned to duties in a class outside the field in which the teacher is certified. The following teachers at Tanglewood are fully certified, but are engaged

in training to add the endorsement English for Speakers of Other Languages (ESOL) to their current certificate: Mary Chavoen, Brittany Mauk, Kristen Lolly, Jessica Hering, Jeff Phillips and Jill Andersen. Currently, staff members are taking the required coursework to receive their endorsement.

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

Meetings of new teachers and new to Tanglewood teachers with Principal / Assistant Principal. Partnering new teachers or teachers with less than 3 years' experience with veteran staff. Professional Learning Communities amongst grade level teams as well as with administration. Professional Development is aligned with school goals to meet the District, State, and Federal guidelines.

**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***

Tanglewood Elementary utilizes the district adopted data management system, Performance Matters. This allows the school comprehensive access to all school and district databases. Thereby assisting with the detailed analysis of district, school, classroom, and student level data. These analysis assist with tracking of student progress, management of diagnostic, summative, and formative assessment data, and the response of students to implemented interventions. Additionally, Tanglewood school has created a unique data management system housed on the school Sharepoint site that documents student progress and achievement in many areas including Oral Reading Fluency, Comprehension and Math.

**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***

***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:** Before School Program

**Minutes added to school year:** 2,500

The bottom 25% of students will meet before school for Breakfast Club to get instructional support for any curriculum standards with which they may need additional help. Support may occur in the form of small groups or individual help. The extra time and support provided during Breakfast Club is designed to improve the educational outcomes for students with academic needs.

**Strategy Rationale**

**Strategy Purpose(s)**

- Core Academic Instruction
- Teacher collaboration, planning and professional development

**Person(s) responsible for monitoring implementation of the strategy**

Musich, Shane, shaneem@leeschools.net

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

The Leadership PLC team will collectively monitor the bottom 25% with data collected from Performance Matters. The data will determine the effectiveness and direction of the instructional time to be utilized during the Breakfast Club.

**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**

Activities with Early Childhood include three blended VPK/Title I classrooms for four-year olds. This is a voluntary program that identifies high-risk students to receive a full year of educational opportunities. The benefits for students include readiness for Kindergarten and focusing on building literacy for early reading skills. The expected outcome is for the four-year old who participates in the programs to be able to perform at the readiness level in all areas of the kindergarten readiness screening. Periodic district level meetings with managers of all programs also open lines of communication and encourage cooperation between programs.

Upon entering Kindergarten, students will be administered a screening test to determine readiness. This placement test will give teachers a baseline and parents an understanding of their child's skills/expectations. Parents are contacted via phone and letter for the Kindergarten placement test.

**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.** Increase student achievement gains in Reading and Math school-wide by focusing on teaching and learning.

## 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 student achievement gains in Reading and Math school-wide by focusing on teaching and learning.** 1a

G039330

**Targets Supported** 1b

Indicator	Annual Target
ELA/Reading Gains	64.0
ELA/Reading Lowest 25% Gains	61.0
Math Gains	78.0
Math Lowest 25% Gains	78.0

**Resources Available to Support the Goal** 2

- Odyssey
- Resource Push In
- Breakfast Club
- PD for Grade Levels
- Common Planning Time
- Staff Development
- Ongoing PLC team meetings
- Thinking Maps
- Kagan Cooperative Learning Strategies

**Targeted Barriers to Achieving the Goal** 3

- Backward Standard Based Planning

**Plan to Monitor Progress Toward G1.** 8

Instructional staff will have a good understanding of the Florida Standards

**Person Responsible**

Sherri Wipf

**Schedule**

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

**Evidence of Completion**


Weekly walk-throughs, data binders, Performance Matters Data, Sharepoint data

## 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 student achievement gains in Reading and Math school-wide by focusing on teaching and learning. **1**

 G039330

**G1.B5** Backward Standard Based Planning **2**

 B110175

**G1.B5.S1** Staff will have on-going staff development to assist with the Florida Essential Standards. **4**

 S121681

#### Strategy Rationale

Staff development will offer staff members support their needs.

#### Action Step 1 **5**

Staff will participate in staff development activities using the Florida Essential Standards.

#### Person Responsible

Sherri Wipf

#### Schedule

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

#### Evidence of Completion

lesson plans, walk-throughs

**Plan to Monitor Fidelity of Implementation of G1.B5.S1** 6

Instructional staff will have a good understanding of the Florida Essential Standards

**Person Responsible**

Sherri Wipf

**Schedule**

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

***Evidence of Completion***

Lesson Plans and walk-throughs

**Plan to Monitor Effectiveness of Implementation of G1.B5.S1** 7

Instructional staff will have a good understanding of the Florida Standards

**Person Responsible**

Sherri Wipf


**Schedule**

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

***Evidence of Completion***

Lesson Plans and walk-throughs

**G1.B5.S2** Staff will collect monthly data on students by tracking essential standards. 4

 S121682

### **Strategy Rationale**

Analyzing the data of each standard will allow staff to plan remediation for standards not mastered.

### **Action Step 1** 5

Overview of reports and data in Performance Matters to guide student learning gains.

#### **Person Responsible**

Sherri Wipf

#### **Schedule**

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

#### **Evidence of Completion**

Teacher log-in sheets, data binders, ongoing PLC meetings and agendas

### **Plan to Monitor Fidelity of Implementation of G1.B5.S2** 6

Teachers will use Performance Matters to gather reports and data to determine students' strengths and needs

#### **Person Responsible**

Sherri Wipf

#### **Schedule**

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

#### **Evidence of Completion**

PLC Meetings and agendas, SharePoint Data

**Plan to Monitor Effectiveness of Implementation of G1.B5.S2 7**

Teachers will use Performance Matters to gather reports and data to determine students' strengths and needs

**Person Responsible**

Sherri Wipf

**Schedule**

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

**Evidence of Completion**

Performance Matters Data, Sharepoint, PLC meetings and agendas

**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.B5.S1.A1	Staff will participate in staff development activities using the Florida Essential Standards.	Wipf, Sherri	8/18/2014	lesson plans, walk-throughs	5/29/2015 monthly
G1.B5.S2.A1	Overview of reports and data in Performance Matters to guide student learning gains.	Wipf, Sherri	8/18/2014	Teacher log-in sheets, data binders, ongoing PLC meetings and agendas	5/29/2015 biweekly
G1.MA1	Instructional staff will have a good understanding of the Florida Standards	Wipf, Sherri	8/18/2014	Weekly walk-throughs, data binders, Performance Matters Data, Sharepoint data	5/29/2015 weekly
G1.B5.S1.MA1	Instructional staff will have a good understanding of the Florida Standards	Wipf, Sherri	8/18/2014	Lesson Plans and walk-throughs	5/29/2015 weekly
G1.B5.S1.MA1	Instructional staff will have a good understanding of the Florida Essential Standards	Wipf, Sherri	8/18/2014	Lesson Plans and walk-throughs	5/29/2015 weekly
G1.B5.S2.MA1	Teachers will use Performance Matters to gather reports and data to determine students' strengths and needs	Wipf, Sherri	8/18/2014	Performance Matters Data, Sharepoint, PLC meetings and agendas	5/29/2015 biweekly
G1.B5.S2.MA1	Teachers will use Performance Matters to gather reports and data to determine students' strengths and needs	Wipf, Sherri	8/18/2014	PLC Meetings and agendas, SharePoint Data	5/29/2015 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 student achievement gains in Reading and Math school-wide by focusing on teaching and learning.

### **G1.B5** Backward Standard Based Planning

**G1.B5.S1** Staff will have on-going staff development to assist with the Florida Essential Standards.

#### **PD Opportunity 1**

Staff will participate in staff development activities using the Florida Essential Standards.

##### **Facilitator**

District Personnel

##### **Participants**

K--5th teaching staff

##### **Schedule**

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

## Technical Assistance Items

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

**G1.** Increase student achievement gains in Reading and Math school-wide by focusing on teaching and learning.

### **G1.B5** Backward Standard Based Planning

**G1.B5.S2** Staff will collect monthly data on students by tracking essential standards.

#### **PD Opportunity 1**

Overview of reports and data in Performance Matters to guide student learning gains.

##### **Facilitator**

Administrations- Grade level chairs

##### **Participants**

instructional staff and Administration

##### **Schedule**

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



## Budget Rollup

Summary	
Description	Total
<b>Goal 1:</b> Increase student achievement gains in Reading and Math school-wide by focusing on teaching and learning.	2,000
<b>Grand Total</b>	<b>2,000</b>

Goal 1: Increase student achievement gains in Reading and Math school-wide by focusing on teaching and learning.		
Description	Source	Total
<b>B5.S1.A1</b> - PD Standard Based Planning	Title II	2,000
<b>Total Goal 1</b>		<b>2,000</b>