



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

Pam Stewart, Commissioner

2014-2015 SCHOOL IMPROVEMENT PLAN [DRAFT]

New Heights Elementary School

3901 37TH ST N

St Petersburg, FL 33714

727-893-2135

<http://www.tyrone-es.pinellas.k12.fl.us>

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user have been excluded from this document.

Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To develop high achieving and responsible citizens by building positive relationships and providing relevant and rigorous learning experiences.

Provide the school's vision statement

100% Student Success.

School Environment

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

Teacher meet & greet, class meetings, Positive Behavior Support committee and quarterly data sharing. Staff participation in professional development on Culturally Responsive teaching methods. Teacher use of daily greeting when students enter classroom. Use of daily planner/agenda book for communication between school and home.

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

Use of Positive Behavior Systems - school-wide behavioral expectations (Have Respect, Act Responsibly, Work Cooperatively, Keep Trying, & Stay Safe = HAWKS). Teaching of school-wide expectations throughout the day and on the daily news show. Booster assemblies to re-teach school-wide expectations after breaks of 1 week or longer. Use of monthly celebrations to reward safe and acceptable behaviors. HAWK pride awards to celebrate students engaging in safe and respectful behaviors. Use of an anonymous reporting system for bullying and harassment. Provision of daily character education and social skills lessons through the morning news show.

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 K-5 classroom maintains a behavior point system whereby each student may earn up to four points per day for meeting behavioral expectations. Minor infractions are managed using a school wide process that includes not earning the point for the specified time block when a negative consequence such as in-class or out-of-class time-out is issued (see behavior flow chart). Teachers maintain records of points earned for school wide positive rewards and recognition. In this way positive and negative consequences for behavior are more consistently earned across campus.

I. Visual reminder of behavior management process

II. Sample classroom behavior chart

III. Instruction when a student is not compliant with the process

Behavior flow presented to staff and students and reviewed regularly for Tier 1 and Tier 2 behaviors. Behavior definitions and a consequence menu provided to students and staff at the beginning of the school year and utilized school-wide.

Behavior data patterns reported quarterly to staff.

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

Utilization of student services connector to specified staff members to provide support to teachers and students regarding social-emotional needs. Whole group instruction in SkillStreaming and character education provided school-wide on the daily news show as well as within the classroom by the school counselor. Small group and individual counseling services provided on an as needed basis by school counselor, social worker, and school psychologist. Behavioral supports and school-wide expectations reviewed and supported with students by student services team including: school counselor, social worker, school psychologist, and behavioral specialist. Student needs reviewed monthly by the School-Based Leadership Team and weekly by the Response to Intervention - Behavior team.

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	Students
	Total	
	Total	
	Total	
	Total	

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

Indicator	Grade	Students
	Total	

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system (i.e., those exhibiting two or more early warning indicators)

- Reading: One hour Reading intervention block (outside of core instruction) using Jan Richardson Guided, LLI, District-provided repeated reading routines, Nemours, SRA-EIR, Elements of Reading (comprehension & vocabulary), Words Our Way, Start-Up, Lawyers for Literacy, Build-Up, Spiral-Up, iStation, iReady, FCRR
- Math: ST Math, CPALMS, Touch Math, iReady, Soar to Success
- Writing: small group instruction
- Science: Science lab, District-provided science modules, BrainPop
- Behavior: Positive Behavior Supports, Check-In/Check-Out, motivational celebrations, small groups using SkillStreaming and Strong Kids curricula, Tier 2 & 3 behavior plans, daily point system with review of expectations, Commitment to Character (character education), morning news show - presentation of expectations and celebrating student success, HAWK pride weekly award, teacher incentives, Star

- Student award at grading assemblies
- Student Engagement: Instructional Practices Inventory
- Attendance: parent conferences, notice to parents, conference with student

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?

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PIP Link

No PIP plan available

This application does not have a PIP plan uploaded for this school or this district. Please forward or have your district forward the plan document via an Intercom support request and we will upload it.

Description

Please see attached Parent Involvement Plan

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

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	Email
Austin, Lisa	Principal	austinli@pcsb.org

Duties

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

The school based MTSS leadership team includes Lisa Austin, Principal, Delonda Boyd-Assistant Principal, Lisa Guyette-School Counselor, Michael Cowley-School Psychologist, Lisa Porter - Educational Diagnostician, Socorro Thomas-School Social Worker, Kristie Jo Redfering-Behavior Specialist, and Gail Gotwald-Media Specialist and Tech, Lynne Moench - ESOL specialist, Eileen Richman-SLP, Beth Carroll-VE Resource, Kelly Connelly – MTSS Coach, April Dodge – English/ Language Arts (ELA) Coach, Carybeth Hobbs - Math Coach

Facilitator–Lisa Austin, Recorder-Lisa Guyette, Time Keeper-Socorro Thomas, Data Manager-Michael Cowley & Kristie Jo Redfering

Principal and Assistant Principal: Facilitate team discussions. Provide a common vision for the use of data-based decision making. Ensure the provision of professional development to support MTSS

implementation.

Psychologist, Social Worker, Behavior Specialist, Media Specialist/Tech: Work with SBLT to identify students in need of additional interventions. Help to design these interventions, support teachers implementing the interventions, and insure fidelity.

School Counselor: Coordinate Tier 3 intervention conferences. Ensure compliance with district requirements. Organize Tier 2 and Tier 3 progress monitoring data.

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 SBLT analyze school-wide data (FAIR, Running Record, Common Assessment) to determine the effectiveness of core instruction. Classrooms with 70% or more of the students not meeting expectations in specific subject areas will be provided professional development to improve core instruction within that classroom. Coaches and school-based personnel will be utilized to provide instructional assistance, modeling, and mentoring in specific subject areas to teachers in need of core subject training. PLCs will review Tier 2 (small group instruction) results in Reading and Math every 8 weeks to determine the effectiveness of instruction and whether student(s) require more/less assistance or a new intervention. Individual teachers, PLC members, or members of the SBLT may identify students in need of individualized assistance and refer the student to the Academic Intervention Team for review. This team is comprised of the School Psychologist, Reading Coach, MTSS Coach, Learning Specialist, and Diagnostician. The team will meet monthly to review Tier 2 data and individual data. Recommendations from the monthly meeting will be provided to interventionists and classroom teachers. Support, interventions, and observation will be provided by the Academic Intervention Team.

Staff have been trained in the academic intervention process during the pre-school training days and are provided updates and refreshed knowledge via staff meetings and the principal's weekly staff update. The SBLT will review processes on a monthly basis and modify MTSS processes to best identify school-wide, small group, and individualized needs. The SBLT will utilize a PDSA model to maximize resources at the core instructional level and minimize the number of resources used for Tier 2 and Tier 3. ESE, ESOL, Speech/Language, Social Work, and School Counselor resources will also be used during the PDSA sessions to provide a balanced team to identify all areas of need and intervene in a swift and efficient manner.

Title I, funds are utilized, in conjunction with various other federal, state, and local funds, to support high quality

instruction, parental engagement, and professional development for highest student achievement.

Title I services are coordinated and integrated with other resources through collaboration of staff in various offices and departments, including: School and Community Support, Teaching and Learning, Assessment, Accountability, and Research, Professional Development, Strategic Communications, Strategic Partnerships, Human Resources, and Transportation. Title I staff monitor expenditures of Title I, funds to ensure that they supplement rather than supplant other funds available to schools.

New Heights has also partnered with R'Club to support our learning community.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Rhonda Rouse	Parent
Art O'Hare	Business/Community
Luz Alvarez	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), F.S

Evaluation of last year's school improvement plan

Development of this school improvement plan

Members of the SAC assisted in the development and writing of the SIP.

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

SIP funds will support the initiatives taken to implement professional development in the Common Core State Standards

Verify that the school is in compliance with section 1001.452, F.S., regarding the establishment requirements and duties of the SAC

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

Literacy Leadership Team (LLT)

Meets the requirements of Rule 6A-6.053(3), F.A.C.

Membership

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

Name	Title	Email
Austin, Lisa	Principal	austinli@pcsb.org

Duties

Describe how the LLT promotes literacy within the school

Support for text complexity

- Support for instructional skills to improve reading comprehension
- Support for implementation of Common Core State Standards for Literacy in Social Studies, Science, and Technical Subjects

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

Weekly team planning, weekly meeting with Literacy and Math coaches, monthly school-wide professional learning communities, monthly data reviews (academic, behavior, and attendance).

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

Positions posted, highly qualified staff meet and interview candidates, thorough background, work history, conduct, and education.

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

Each new teacher will be assigned a grade level mentor as well as a school wide mentor. Support will be offered through observations of Observation of mentee's instruction and providing feedback; Planning lessons with mentee; Connecting lesson activities to content standards; Discussing student progress and analyzing student work; Modeling or co-teaching lessons

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

Weekly review of lesson plans, addressed standards documented in lesson plans, using adopted resources.

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

Additional hour of literacy instruction outside of the 90 minute core instruction time. Use of formative 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 type: Extended School Day

Minutes added to school year: 6,000

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Strategy Description

ELP - after school Math, STEM, Reading, and Writing tutoring as well as enrichment

Strategy Rationale

Extended learning programs will support student achievement by extending the learning day and meeting students' academic needs.

Person(s) responsible for monitoring implementation of the strategy

Austin, Lisa, austinli@pcsb.org

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

OPM(assessments) and observation at various intervals.

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

Kindergarten Teachers will hold an orientation for incoming students and their parents prior to the beginning of the school year. Readiness skills will be emphasized and good choices for academic and social characteristics will be presented. Materials will be available, as well as pamphlets covering a variety of helpful parenting subjects ranging from parenting skills, helping with homework, students with disabilities and what to expect at a parent teacher conference.

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

Great American Teach-In

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

STEM and Robotics club - ELP

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), F.S

School Improvement Goals

Goals Summary

- G1.** Reduce the percentage of students who evidence 2+ Early Warning indicators as measured by Data Warehouse report - attendance, discipline referrals, and retentions

- G2.** Increase proficiency rates of African American students as measured by FSA

- G3.** Increase Proficiency rates in all content areas for all students as measured by FSA and FCAT 2.0 Science

- G4.** Increase learning gains in reading and math for all students as measured by FSA

Goals Detail

G1. Reduce the percentage of students who evidence 2+ Early Warning indicators as measured by Data Warehouse report - attendance, discipline referrals, and retentions

Targets Supported

Indicator	Annual Target
Students exhibiting two or more EWS indicators (Total)	10.0

Resources Available to Support the Goal

- Psychologist present 4 days/week
- Bi-weekly Child Study Team meetings
- School-wide discipline plan/guidelines for success
- Use of Positive Behavior Support program
- Use of Commitment to Character program
- Review of guidelines for success and character expectations on daily news show
- Monthly reward/celebrations for meeting behavior expectations

Targeted Barriers to Achieving the Goal

- Students with 2 or more EWS are not responding to core behavioral and attendance instruction/expectations

<i>Plan to Monitor Progress Toward the Goal</i>	
SBLT and committee reviews of SIP goals	
Person Responsible	Lisa Austin
Schedule	Monthly, from 09/22/2014 to 05/28/2015
Evidence of Completion	Office Discipline Referrals (ODRs) from Data Warehouse or Focus

G2. Increase proficiency rates of African American students as measured by FSA**Targets Supported**

Indicator	Annual Target
AMO Targets Math - African American	49.0
AMO Targets Reading - African American	54.0

Resources Available to Support the Goal

- Standards based Professional Development provided by district
- Additional personnel (hourly teachers to provide interventions)
- District Math Coach
- District Literacy Coach
- Extended Reading Intervention time
- Extended Math Intervention time
- Embedded professional development

Targeted Barriers to Achieving the Goal

- Core instruction is not reaching grade level proficiency targets for African American students in English/Language Arts Reading
- Core instruction is not reaching grade level proficiency targets for African American students in Mathematics

<i>Plan to Monitor Progress Toward the Goal</i>	
FSA, Common Assessments	
<i>Person Responsible</i>	Lisa Austin
<i>Schedule</i>	Quarterly, from 09/08/2014 to 05/25/2015
<i>Evidence of Completion</i>	Student performance data

G3. Increase Proficiency rates in all content areas for all students as measured by FSA and FCAT 2.0 Science

Targets Supported

Indicator	Annual Target
AMO Targets Reading - All Students	63.0
AMO Targets Math - All Students	53.0
FCAT 2.0 Science % Proficient	45.0

Resources Available to Support the Goal

- Standards based Professional Development provided by district
- Additional personnel (hourly teachers to provide interventions)
- District Math Coach
- District Literacy Coach
- Extended Reading Intervention time
- Extended Math Intervention time
- Embedded professional development

Targeted Barriers to Achieving the Goal

- Core instruction is not reaching grade level proficiency targets in English/Language Arts Reading
- Core instruction is not reaching grade level proficiency targets for English/Language Arts Writing
- Core instruction is not reaching grade level proficiency targets in Mathematics
- Core instruction is not reaching grade level proficiency targets in Science

Plan to Monitor Progress Toward the Goal	
ELA module assessments, FSA	
Person Responsible	Lisa Austin
Schedule	Quarterly, from 08/25/2014 to 06/03/2015
Evidence of Completion	Student performance data

G4. Increase learning gains in reading and math for all students as measured by FSA

Targets Supported

Indicator	Annual Target
Students in lowest 25% making math learning gains	66.0
Students making math learning gains	70.0
Reading % in lowest 25% making learning gains	70.0
Reading % making learning gains	70.0

Resources Available to Support the Goal

- Standards based Professional Development provided by district
- Additional personnel (hourly teachers to provide interventions)
- District Math Coach
- District Literacy Coach
- Extended Reading Intervention time
- Extended Math Intervention time
- Embedded professional development

Targeted Barriers to Achieving the Goal

- Scheduling multiple services - ESE, ESOL, MTSS

<i>Plan to Monitor Progress Toward the Goal</i>	
Data obtained from classroom performance and assessments	
Person Responsible	Lisa Austin
Schedule	Monthly, from 09/08/2014 to 06/02/2015
Evidence of Completion	PMP, Data Warehouse reports, OPM

Action Plan for Improvement of SIG-Targeted Schools

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Reduce the percentage of students who evidence 2+ Early Warning indicators as measured by Data Warehouse report - attendance, discipline referrals, and retentions

G1.B1 Students with 2 or more EWS are not responding to core behavioral and attendance instruction/expectations

G1.B1.S1 Implement a Check In/Check Out program targeted at moderate-risk

Strategy Rationale

Use of an evidence-based, individualized instruction program will reinforce and reteach core behavioral expectations

<i>Action Step 1</i>	
Identify staff members and students to participate in the program and assign rosters	
<i>Person Responsible</i>	Lisa Austin
<i>Schedule</i>	Daily, from 09/01/2014 to 06/03/2015
<i>Evidence of Completion</i>	Roster of staff and assigned students

<i>Action Step 2</i>	
Engage in collaborative planning of consistent performance indicators and feedback for students	
<i>Person Responsible</i>	Lisa Austin
<i>Schedule</i>	Weekly, from 09/04/2014 to 05/28/2015
<i>Evidence of Completion</i>	Staff-student roster, minutes from weekly meeting

<i>Plan to Monitor Fidelity of Implementation of G1.B1.S1</i>	
Assigned staff will maintain a log of who was seen and when	
<i>Person Responsible</i>	Lisa Austin
<i>Schedule</i>	On 09/08/2014
<i>Evidence of Completion</i>	Staff members are responsible for monitoring and documenting student contact and progress

Plan to Monitor Effectiveness of Implementation of G1.B1.S1	
Disaggregated Office Discipline Referral (ODRs) data reviewed monthly by School-Based Leadership Team	
Person Responsible	Lisa Austin
Schedule	Monthly, from 09/22/2014 to 05/26/2015
Evidence of Completion	Notes/agenda from School-Based Leadership Team meetings

G2. Increase proficiency rates of African American students as measured by FSA

G2.B1 Core instruction is not reaching grade level proficiency targets for African American students in English/Language Arts Reading

G2.B1.S1 Provide rigorous standards based instruction in English/Language Arts Reading incorporating disaggregated data of African American student performance to plan instruction

Strategy Rationale

When provided standards-based instruction that is differentiated to meet the needs of African-American students, they will meet grade-level proficiency targets

Action Step 1	
Engage in collaborative planning of standards-based instruction for English/Language Arts Reading during professional learning communities utilizing a problem-solving/data-based inquiry model incorporating disaggregated data of African American student performance	
Person Responsible	Lisa Austin
Schedule	Weekly, from 09/02/2014 to 05/26/2015
Evidence of Completion	PLC notes and Coaches' logs

Plan to Monitor Fidelity of Implementation of G2.B1.S1	
Utilize iObservation data collection tool to evaluate the implementation of standards-based instruction in English/Language Arts Reading	
Person Responsible	Lisa Austin
Schedule	Weekly, from 09/01/2014 to 06/03/2015
Evidence of Completion	Completed iObservation tool with feedback provided to teachers

Plan to Monitor Fidelity of Implementation of G2.B1.S1	
Teacher lesson plans	
Person Responsible	Lisa Austin
Schedule	Weekly, from 09/01/2014 to 06/03/2015
Evidence of Completion	Teacher submitted plans to administration

Plan to Monitor Effectiveness of Implementation of G2.B1.S1	
SBLT data review meetings	
Person Responsible	Lisa Austin
Schedule	Biweekly, from 09/08/2014 to 05/25/2015
Evidence of Completion	Disaggregated African American student performance on English/ Language Arts module assessments (formative) and the Florida Standards Assessment (summative)

G2.B2 Core instruction is not reaching grade level proficiency targets for African American students in Mathematics

G2.B2.S1 Provide rigorous standards-based instruction in Mathematics incorporating disaggregated data of African-American student performance to plan instruction

Strategy Rationale

When provided standards-based instruction that is differentiated to meet the needs of African-American students, they will meet grade-level proficiency targets

Action Step 1	
Engage in collaborative planning of standards-based instruction for Mathematics during professional learning communities utilizing a problem-solving/data-based inquiry model incorporating disaggregated data of African American student performance	
Person Responsible	Lisa Austin
Schedule	Weekly, from 09/03/2014 to 06/03/2015
Evidence of Completion	PLC notes and Coaches' logs

Plan to Monitor Fidelity of Implementation of G2.B2.S1	
Utilize iObservation data collection tool to evaluate the implementation of standards-based instruction in Mathematics	
Person Responsible	Lisa Austin
Schedule	Weekly, from 09/01/2014 to 06/03/2015
Evidence of Completion	Completed iObservation tool with feedback provided to teachers

Plan to Monitor Effectiveness of Implementation of G2.B2.S1	
Disaggregated African American student performance on Math common assessments (formative) and the Florida Standards Assessment (summative)	
Person Responsible	Lisa Austin
Schedule	Biweekly, from 09/08/2014 to 05/25/2015
Evidence of Completion	Student performance data

G3. Increase Proficiency rates in all content areas for all students as measured by FSA and FCAT 2.0 Science**G3.B1 Core instruction is not reaching grade level proficiency targets in English/Language Arts Reading****G3.B1.S1 Provide rigorous standards based instruction in English/Language Arts Reading to all students****Strategy Rationale**

When provided standards-based instruction students will meet proficiency targets

Action Step 1	
Engage in collaborative planning of standards-based instruction for English/Language Arts Reading during professional learning communities utilizing a problem-solving/data-based inquiry model. Provide additional opportunities through professional development	
Person Responsible	Lisa Austin
Schedule	Weekly, from 09/02/2014 to 05/26/2015
Evidence of Completion	PLC notes and Coaches' logs

Plan to Monitor Fidelity of Implementation of G3.B1.S1	
Utilize iObservation data collection tool to evaluate the implementation of standards-based instruction in English/Language Arts Reading	
Person Responsible	Lisa Austin
Schedule	Weekly, from 09/01/2014 to 06/03/2015
Evidence of Completion	Complete iObservation tools with feedback provided to teachers

Plan to Monitor Effectiveness of Implementation of G3.B1.S1	
Student performance on English/Language Arts module assessments (formative), Florida Assessment for Instruction in Reading (formative), and the Florida Standards Assessment (summative)	
Person Responsible	Lisa Austin
Schedule	Biweekly, from 09/08/2014 to 05/25/2015
Evidence of Completion	Student performance data

G3.B1.S2 Plan for differentiated instruction using a Guided Reading approach during the uninterrupted English/Language Arts Reading block**Strategy Rationale**

When provided standards-based instruction students will meet proficiency targets

Action Step 1	
Teachers submit lesson plans to administration for review based on rubric criteria	
Person Responsible	Lisa Austin
Schedule	Weekly, from 09/01/2014 to 06/03/2015
Evidence of Completion	Teacher submitted lessons plans to administration

Plan to Monitor Fidelity of Implementation of G3.B1.S2	
Weekly lesson plans submitted to administration	
Person Responsible	Lisa Austin
Schedule	Weekly, from 09/01/2014 to 06/03/2015
Evidence of Completion	Teacher submitted lesson plans, lesson plan rubric

Plan to Monitor Effectiveness of Implementation of G3.B1.S2	
Student performance on English/Language Arts module assessments (formative), Florida Assessment for Instruction in Reading (formative), and the Florida Standards Assessment (summative)	
Person Responsible	Lisa Austin
Schedule	Biweekly, from 09/08/2014 to 05/25/2015
Evidence of Completion	Student performance data

G3.B2 Core instruction is not reaching grade level proficiency targets for English/Language Arts Writing**G3.B2.S1** Provide rigorous standards based instruction in English/Language Arts Writing to all students**Strategy Rationale**

When provided standards-based instruction students will meet proficiency targets

Action Step 1	
Engage in collaborative planning of standards-based instruction for English/Language Arts Writing during professional learning communities utilizing a problem-solving/data-based inquiry model	
Person Responsible	Lisa Austin
Schedule	Weekly, from 09/02/2014 to 06/03/2015
Evidence of Completion	PLC notes and Coaches' logs

Plan to Monitor Fidelity of Implementation of G3.B2.S1	
Utilize iObservation data collection tool to evaluate the implementation of standards-based instruction in English/Language Arts Writing	
Person Responsible	Lisa Austin
Schedule	Weekly, from 09/01/2014 to 06/03/2015
Evidence of Completion	Completed iObservation tools with feedback provided to teachers

Plan to Monitor Effectiveness of Implementation of G3.B2.S1	
Student performance on English/Language Arts module assessments – written response section only (formative) and the Florida Standards Assessment (summative)	
Person Responsible	Lisa Austin
Schedule	Biweekly, from 09/08/2014 to 05/25/2015
Evidence of Completion	Student performance data

G3.B3 Core instruction is not reaching grade level proficiency targets in Mathematics

G3.B3.S1 Provide rigorous standards based instruction in Mathematics to all students

Strategy Rationale

When provided standards-based instruction students will meet proficiency targets

Action Step 1	
Engage in collaborative planning of standards-based instruction for Mathematics during professional learning communities utilizing a problem-solving/data-based inquiry model	
Person Responsible	Lisa Austin
Schedule	Weekly, from 09/03/2014 to 05/27/2015
Evidence of Completion	PLC notes and Coaches' logs

Plan to Monitor Fidelity of Implementation of G3.B3.S1	
Utilize iObservation data collection tool to evaluate the implementation of standards-based instruction in Mathematics	
Person Responsible	Lisa Austin
Schedule	Weekly, from 09/01/2014 to 06/03/2015
Evidence of Completion	Complete iObservation tool with feedback provided to teachers

Plan to Monitor Effectiveness of Implementation of G3.B3.S1	
Student performance on Math common assessments (formative) and the Florida Standards Assessment (summative)	
Person Responsible	Lisa Austin
Schedule	Quarterly, from 09/08/2014 to 06/03/2015
Evidence of Completion	Student performance data

G3.B4 Core instruction is not reaching grade level proficiency targets in Science

G3.B4.S1 Provide rigorous standards based instruction in Science to all students

Strategy Rationale

When provided standards-based instruction students will meet proficiency targets

Action Step 1	
Engage in collaborative planning of standards-based instruction for Science during professional learning communities utilizing a problem-solving/data-based inquiry model	
Person Responsible	Lisa Austin
Schedule	Weekly, from 09/03/2014 to 05/27/2015
Evidence of Completion	PLC notes, Coaches' log

Plan to Monitor Fidelity of Implementation of G3.B4.S1	
Utilize iObservation data collection tool to evaluate the implementation of standards-based instruction in Science	
Person Responsible	Lisa Austin
Schedule	Weekly, from 09/01/2014 to 06/03/2015
Evidence of Completion	Completed iObservation tool with feedback provided to teachers

Plan to Monitor Effectiveness of Implementation of G3.B4.S1	
Student performance on Science common assessments (formative) and the FCAT 2.0 Science (summative)	
Person Responsible	Lisa Austin
Schedule	Quarterly, from 09/08/2014 to 06/03/2015
Evidence of Completion	Student performance data

G4. Increase learning gains in reading and math for all students as measured by FSA

G4.B4 Scheduling multiple services - ESE, ESOL, MTSS

G4.B4.S1 Build the master schedule to verify that all grades receive supplemental instruction.

Strategy Rationale

When provided supplemental instruction, students will demonstrate learning gains.

Action Step 1	
Provide professional development to plan and implement effective supplemental instruction	
Person Responsible	
Schedule	Semiannually, from 09/17/2014 to 06/02/2015
Evidence of Completion	Sign in sheets from professional development

Action Step 2	
Create a school schedule that includes one hour of supplemental Reading intervention time and a half hour supplemental Math intervention time.	
Person Responsible	Lisa Austin
Schedule	Daily, from 09/08/2014 to 06/02/2015
Evidence of Completion	Ongoing progress monitoring data

Plan to Monitor Fidelity of Implementation of G4.B4.S1	
Administrative team walkthroughs to verify that intervention time is being utilized	
Person Responsible	Lisa Austin
Schedule	Weekly, from 09/15/2014 to 06/02/2015
Evidence of Completion	Walkthrough sheets, PD attendance sheets

Plan to Monitor Effectiveness of Implementation of G4.B4.S1	
FSA learning gains, ELA module assessments, Math common assessments, Running Records	
Person Responsible	Lisa Austin
Schedule	Quarterly, from 08/25/2014 to 06/02/2015
Evidence of Completion	Intervention documentation sheets, PD attendance sheets

Professional Development

For each professional development activity identified in Part II as a strategy to eliminate or reduce a barrier to a goal, provide the following information::

Professional Development Table coming soon

Technical Assistance

For each technical assistance activity identified in Part II as a strategy to eliminate or reduce a barrier to a goal, provide the following information::

Technical Assistance Table coming soon

Budget Rollup

Budget summary data as entered into the Problem Solving section of this plan:

Budget Rollup Table coming soon