Sandy Lane Elementary School

2017-18 School Improvement Plan

Sandy Lane Elementary School

1360 SANDY LN, Clearwater, FL 33755

http://www.sandylane-es.pinellas.k12.fl.us

School Demographics

School Type and Grades Served (per MSID File)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (As Reported on Survey 3)
Elementary School PK-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2016-17 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	78%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	D	C	F*	D

Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

This plan is pending approval by the Pinellas 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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- <u>Implementing</u> - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Sandy Lane Elementary School

DA Region and RED	DA Category and Turnaround Status
Southwest - [Julio Valle](#)	Targeted Support & Improvement - None

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

The mission of Sandy Lane Elementary is to provide student-centered,engaging and rigorous instruction in a safe learning environment to obtain measurable student growth for all.

b. Provide the school's vision statement

100% Student Success

2. School Environment

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

School-wide processes include creating a student directed class mission statement, the use of AVID "College Binders" to establish communication between home and school and incorporation of student-directed daily Restorative Community Circles, "Morning Meetings, " where students provide insight on current, authentic events.

During Morning Meetings; students lead discussions based on current events and the topics from the Social Emotional Learning modules. The use of Restorative practices circles and accountable talk stems support student-student and teacher-student relationships.

We will also implement specific strategies from AVID's Cultural Responsive Teaching curriculum that fosters team-building and positive conative skills.

We also provide positive phone calls to encourage communication and to help increase awareness and respect and engage students to create posters and newspapers that help illustrate and share their culture. The primary classes routinely use "All About Me" bags to help show all about their culture and families.

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

We create this sense of safety by using a wide range of activities designed to give the students a feeling of safety and security. We implement a 5:1 ratio of positive to negative interactions to encourage appropriate behavior and to help each student to feel respected and valued. We also employ the strategies embedded in CHAMPS and PBIS to focus positive respectful student-student and teacher-student relationships.

Systemically it is also our school's expectation that each teacher greets each student every morning by standing outside of their doors and creating appropriate teacher-student relationships. Teachers are expected to know about their student's extracurricular activities and home environments. Our full-time School Social Worker, Guidance Counselor and Psychologist will support us in this task.

We will implement "Morning Meetings" during the first 90 minutes of each school day and incorporate "Second Step" and "Learning for Life" curriculum which encourages social skills and provides student-centered tools for handling social pressures and feelings.

After school we offer several clubs that help our students to feel valued and encourage appropriate behavior. Among these are "Girls on the Run", Arts and Crafts, Yearbook, Lego Club and The STEM club. We will implement "5000 Role Models and Girlfriends" and assign a mentor teacher to each student.

c. 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

Sandy Lane's goal is to provide effective and consistent adult supervision to ensure students are properly supervised and supported; thereby minimizing the potential for behavioral infractions.

As part of our school wide behavior plan, our school wide behavioral system minimizes distractions and keeps students engaged during instructional time. During pre-school/pre-planning, we provide ongoing, job-embedded professional development on the school wide behavior plan to include components from CHAMPS (STOIC), and Restorative Practices.

Each classroom teacher creates a behavior plan that is aligned to our school wide expectations which includes elements of Restorative Practices and CHAMPS (STOIC). The behavior plan is reviewed with students after long breaks away from school and as needed.

Updates on behavior infractions, locations of the infractions and possible "adult-centered" interventions/solutions will be shared with the staff on a monthly basis. Additionally, professional development is differentiated during the year (PLC's and Tuesday Morning meetings) based on staff needs.

We also ensure the students are taught and allowed time to practice our school wide guidelines to success. Staff members implement CHAMPS and they implement the practices from the Teach Like A Champion book. These strategies, such as 100%, What To Do, Do Now, Positive Framing, along with the others, allow teachers to correct and recognize behavior without interrupting instruction. We provide ongoing embedded coaching on these techniques to our teachers.

d. 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

Our school ensures the social-emotional needs of all our students by providing many programs and other student services. We have a full time Psychologist, counselor and Social worker.

As mentioned above, we have many programs after school to help support the emotional needs of our students, such as Girls on the Run, Girlfriends, Arts and Craft Club, Yearbook, Lego club and the STEM club. Our school also has a Pass Executive Partnership with Clothes to Kids, which allows our families free clothing. The Pack N Sack program is available to allow our students free food and we are partners with the Big Brothers Big Sisters program, which further supports our students.

We will offer teacher mentors for all students; which will address the following areas that impact the social emotional needs of students: academic and attendance.

Bi-monthly meetings with support personnel and members of the School Leadership Team will provide on-going progress monitoring to assist us in identifying early warning indicators that impact the social-emotional needs of students. Quick-wins will be created during the bi-monthly meetings to monitor planned interventions and provide a level of accountability for all instructional support personnel.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system

Our early warning system uses the following indicators: student attendance below 90%, students with one or more suspension, students receiving a D or a F in ELA or math, students who scored a 1 on the FSA in ELA or Math, and students who received 3 or more referrals.

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	27	15	16	15	13	0	0	0	0	0	0	0	86
One or more suspensions	1	2	13	4	14	8	0	0	0	0	0	0	0	42
Course failure in ELA or Math	0	0	0	3	2	3	0	0	0	0	0	0	0	8
Level 1 on statewide assessment	0	0	0	40	50	21	0	0	0	0	0	0	0	111

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	1	0	0	8	6	6	0	0	0	0	0	0	0	21

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

The goal is a year's worth of academic growth for all students as measured by the NWEA/MAP and FSA assessments. Therefore, the School Based Leadership Team (SLT) along with the MTSS coach, intervention specialist and instructional specialist will meet together weekly for an hour to focus on progress monitoring of student's academic performance, attendance and behavior.

Academic performance data will come from NWEA/MAP assessments, Compstat, teacher-created formative and summative assessments, informal classroom walkthroughs and Transformation Zone biweekly assessments. As a result of the disaggregation, interventions with a focus on pre-identified "struggling" students during each meeting, measurable quick wins will be created to ensure measurable success for all students.

NWEA/MAP will be administered three times a year. After each MAP assessment cycle, the team will create/revise Tier 1 and Tier 2 levels of support to ensure advancement of Rausch units(RIT levels) for each student. Specific interventions based on the NWEA/MAP assessment data will be created to ensure success and advancement of RIT levels for each student. The principal will disaggregate NWEA/MAP data with each classroom teacher and all instructional support personnel. Specific interventions and expectations will be created to show progressive achievement towards each student's projected growth measure/target.

Teachers will utilize the NWEA/MAP and biweekly assessments to conduct data chats with students and maintain student-created data walls with students. The SLT and MTSS coach will create student-

friendly incentives and programs to support success on NWEA/MAP.

Biweekly data from the Transformation Zone coaches will be shared with the SLT and teachers during bi-weekly staff meetings and monthly "State of the school" meetings. Specific interventions to include job-embedded professional development will be created to ensure successful academic performance.

Instructional coaches and VE specialist will spend 80% of their time in classrooms and PLCs to support teachers in creating lessons based on student needs and creating and evaluating formative assessment data from daily lessons.

For reading intervention, the intervention specialist will utilize the American Reading/IRLA for students needing additional interventions. Progress monitoring of this intervention will occur with the principal and the intervention specialist on a quarterly basis; in time for the upcoming schedule NWEA/MAP assessment.

For math intervention, the instructional specialist will utilize progress monitoring processes from the math curriculum to support lesson planning for differentiation and accelerating of the curriculum. The specialist will create and deliver small-group interventions utilizing Math Games to develop computational fluency and conceptual understanding.

Administrators will conduct weekly informal classroom visits. Actionable feedback will be offered to all teachers and shared with appropriate instructional specialist.
Also, administration will meet with individual teachers three times a year to review their summative classroom data, lesson plans, informal formative assessment data and student artifacts. Adequate progress monitoring will be discussed along with feedback on their processes for differentiating and accelerating instruction for students. They will leave with a plan of action for students that are under-performing.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

1. 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

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

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

2. Description

Currently completing and revising Parent Involvement Plan. Will be completed by September 10, 2013.

2. 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

Sandy Lane uses the following process when securing and utilizing resources to support the school and student achievement: (1) cognition- beliefs and values (2) connections- networks (3) capabilities- skills

and knowledge (4) confidence – self-efficacy.

Additionally, we have an executive Pass Partnership with the United Way and partnerships with Clothes for Kids, Wells Fargo and the City of Clearwater. Through these partnerships we are able to access resources to support our students. Through a partnership with Tech Data, we purchased school supplies and materials to support parental engagement. We also partner with our after school programs, R'Club, Artz for Life, Big Brothers and Lunch Pals to help support our students continue with mentoring and after school educational activities.

C. Effective Leadership

1. School Leadership Team

a. Membership
Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Bauman, Kristina	Principal
Dedert, Melanie	Assistant Principal
Bennett, Marcy	Instructional Coach
Dubois, MaryBeth	Attendance/Social Work
Chandler, Charissa	Teacher, K-12

b. Duties

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

1. Facilitator – generates agenda and leads team discussions
2. Data Manager(s)/Data Coach(es) – assist team in accessing and interpreting (aggregating/ disaggregating) the data
3. Instructional Coach – Data collection for ongoing progress monitoring/ brokers technology necessary to manage and display data/
4. Recorder/Note Taker – documents meeting content and disseminates to team members in a timely manner as well as storing a hard copy in a binder for all teachers to access
5. Time Keeper –helps team begin on time and ensures adherence to agreed upon agenda
6. Accountability manager- generates bi-weekly quick wins based on discussions; holds members accountable for accomplishing quick-wins.

The Principal provides a common vision for the use of data-based decision making, ensures that the school based team is implementing Response to Intervention (RTI), conducts assessment of RTI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support Multi-tiered System of Support (MTSS) implementation.

MTSS Coach- along with the principal,and instructional specialist, provides full-scale implementation of MTSS/RTI process. Provides job embedded intervention support for teachers and documentation. Provides timely updates to the staff and communicates with parents regarding school based MTSS plans and activities.

Administration/Instructional Coaches (Reading/Math) Behavior Specialist- Develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on

scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening that provide early intervening services for children to be considered "at Risk"; assists in the delivery of professional development; and provides support for assessment and implementation monitoring.

School Psychologist Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data
collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Social Worker- Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. IN addition to providing interventions, school social worker continue to link- child serving and community agencies to the schools and families to support the child's academic, emotional, behavior, and social issues. Shares attendance data.

ESE VE/EI – Participates in student data collection, integrates core instructional activities into Tier 3 instruction, and collaborates with general education teachers through such activities such as co-teaching. In addition supports the monitoring of Tier I, Tier II intervention plans.

Guidance Counselor- Manages 504's, schedules 504 meetings, updates team on guidance lessons and school/student needs. Liaison with county, state, and federal agencies. Supports the monitoring of Tier 1 and Tier 2 intervention plans. Implementation of Tier 1 and Tier 2 for behavior. Testing Coordinator.

Intervention Specialist- Disaggregates NWEA/MAP assessment data; TZ biweekly data, IStation and ST math data along with FSA data to create and provide small-group support to students. Attends planning meetings with teachers to offer guidance on differentiation of instruction.

2. 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 team, (formerly SBLT) will be responsible for managing and coordinating these efforts between all school teams as well as reviewing and revising the School Improvement Plan.
The focus of the MTSS team will follow the following five structures of well-designed MTSS and PLC teams:
1. Assessment 2. Academic 3. Behavior 4. Social-Emotional 5. Intervention

The team meets weekly to engage in the following activities that support the five structures of MTSS and PLCs: 1. Review FSA, biweekly assessment data, teacher created formative/summative assessments, universal screening data and attendance data to inform instructional decisions for lesson planning; 2. Review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks; 3. Create interventions for students with need; 4.Monitor success of interventions for pre-identified students; those at moderate risk or high risk for not meeting benchmarks.

A member of the MTSS team will present trends and success of interventions at the three RTI Tier

levels to the staff on a monthly basis. Based on the above information, evaluate implementation, make decisions, and practice new processes and align resources (human resources and material resources.)

We follow the problem solving process:
Step 1:Define what it is that we want students/educators/systems to know and be able to do.
Step 2: Identify possible reasons why the desired goal(s) is not being attained.
Step 3: Develop and implement a well-supported plan involving evidence-based strategies to attain the goal(s) (based on data that verified the reasons identified in Step 2).
Step 4: Evaluate the effectiveness of the plan in relation to stated goals.

Some important things to consider when using a data-based problem-solving model: 1. A problem-solving model provides the structure to identify, develop, implement and evaluate strategies to accelerate the performance of ALL students. 2. The use of scientifically based or evidence-based practices should occur whenever possible. 3. The effectiveness of the problem-solving process is based on both fidelity of the problem-solving process itself and fidelity in the implementation of the instruction/intervention plan. 4. The problem-solving process is applicable to all three tiers of instruction and intervention.

Following that process a school wide Tier 1 plan will be put into place, complete with an action plan identifying action steps, persons responsible with a time line and data collection and monitoring effectiveness of the plan in place.

Title I, Part A
Title I, Part A 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, Part A funds to ensure that they supplement rather than supplant other funds available to schools.

Title I, Part D
The district receives Title I, Part D funds which provide transition services for students entering or returning to their zoned schools from alternative education programs or juvenile detention facilities. Support for initial intake and ongoing transition support are provided by Title I, Part D funds and a portion of Title I, Part A funds reserved for services to neglected and delinquent youth. Title I, Part D funds are also targeted to support continuous education services for students through tutoring, instructional materials and resources, and technology.

Title II
Title II Part A funds professional development to increase the academic achievement of students by improving teacher and principal quality and increasing the number of infield and effective teachers in the classroom and highly effective principals and assistant principals in schools. Title II supports professional development for content areas, common core, leadership development, and early career teachers.
Our teachers receive onsite professional development through site based reading coach and the district math coach.

Title III
Title III funds are utilized to provide a variety of educational resources and support services to improve the education of immigrant and English Language Learners. Bilingual translators provide assistance with parent workshops and dissemination of information in various languages for Title I schools. The district's ESOL web page makes relevant information and resources available for families, including a schedule of parent workshops and other activities. Support is also provided for teachers who need to obtain their ESOL endorsement, giving them options for successfully completing this requirement.

Title X- Homeless
The district receives funds to provide resources for students identified as homeless under the McKinney-Vento Act, to eliminate barriers (such as lack of transportation or required immunizations) to a free and appropriate education. A portion of Title I, Part A funds is also reserved to provide services to homeless students (social workers, a resource teacher, tutoring, and technology). Sandy Lane Elementary has a full time social worker.

Supplemental Academic Instruction (SAI)
SAI funds are coordinated with Title I, Part A funds to provide extended learning enrichment opportunities for students during the school year and during the summer. SAI funds are also used, in conjunction with Title I, Part A funds, to provide ongoing instructional support for teachers through professional development by highly skilled content area specialists and staff developers. Sandy Lane offers Promise Time, Saturday School and Extended Learning before school.

Nutrition Programs
Title I coordinates with district Food Services staff members to monitor poverty rates at schools and determine Title I eligibility. Title I and Food Services also collaborate to implement the Community Eligibility Option in schools with poverty rates of 40% or greater, so that all students receive free breakfast and lunch during the school year and during extended year/summer programs. Sandy Lane Elementary is a 100% CEO school. All students receive free breakfast and lunch.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Kristina Bauman	Principal
Sandra Leanes	Business/Community
Erika Herring	Parent
Roland Johnson	Business/Community

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

SAC reviewed the implementation and MTSS' recommendation of the school improvement plan. The SAC reviewed data and teacher input/observations and made recommendations of what worked well and what needs to be improved upon for the upcoming year. The SAC reviewed common

assessment data and running record data along with Student growth data from iObservation. They provided input on strategies that could help our students achieve at high levels to include a focus on consistent implementation of AVID strategies.

b. Development of this school improvement plan

The SAC meets monthly. During these meetings the SAC committee reviews data and progress toward the SIP. After each MAP assessment (Sept, Dec and Jan) and in April and May during the SAC meetings, the committee reviewed current data, teacher input and discussed goals for the upcoming school year.

The committee also discussed research based instructional strategies and identified key high-yield strategies that the committee believes with proper implementation, they the strategies can help the students make significant academic gains.

c. Preparation of the school's annual budget and plan

As a part of the monthly meetings, the SAC reviews the plans and needed budget for each plan. They also had input in the PASS budget and helped align the PASS goals with our SIP goals. A review of our needs assessments and previous budget occurs.They approve our budget items and ensure alignment to the SIP.

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

Our School Improvement Funds of 2,470.25 will be allocated for curriculum planning and development for teachers. Teachers will use this time to write lessons following the common core standards. Also, substitutes will be paid for TDE's in order for teachers to complete a lesson study cycle in classrooms. Needed materials for common core will also be purchased with these funds.

Additionally, as a Title I school, all of our Title I funds are aligned to support our goals in the School Improvement plan. The Intervention Specialist teacher instructs students in reading, math and science, two classroom teachers to lower TPR, an hour for a community liaison and additional reading materials are how the Title I funds are allocated.

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

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Bauman, Kristina	Principal
Dedert, Melanie	Assistant Principal
Bennett, Marcy	Instructional Coach
Chandler, Charissa	Teacher, K-12
	Psychologist

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable

The LLT promotes and provides professional development on the alignment of interventions to core curriculum.
They also collaborate and analyze data from upcoming NWEA/MAP, curricular formative assessments, Transformation Zone biweekly assessments and America Reading.

The LLT ensures that the K-12 literacy model is being implemented and monitored along with creating student-centered programs and friendly competitions to support literacy. Data from multiple sources will be used to determine the incentives. Previous incentives include Reading club for intermediate students and Battle of the Books,

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Our school strives to build and maintain a positive learning environment for all stakeholders. Our teachers and staff participate in ongoing team building to help build/maintain positive working relationships. We work with our working norms in each meeting and PLC. We live our mission and maintain dream team standards. Our master schedule is built around time for collaborative planning for each grade level. They use protocols to ensure all teachers have equal time to talk and utilize processes to keep the PLC focused on the task at hand.

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

We will continue job embedded professional developments for the 2017-2018; school year based on feedback from formal observations, teachers, instructional coaches, mentors and Master teachers.

Professional development will be led by administration, LLC, PLC, MTSS and Transformation Zone monthly content collaborative teams to focus on best practices.

Once a month the professional development will be led by instructional coaches and administration.

Best practice will be shared and expected to be implemented in the classroom.
* Follow up will occur with in class coaching/modeling/observation/ feedback
* The following professional development, teachers, will bring student work and share out what worked and what areas they need assistance with for that best practice.

Protocols will be used to guide conversations:
Teachers will collaboratively plan with math and reading coach on a rotating basis. During specials on Tuesday teachers will plan with the math coach and on Thursdays teachers will plan with the reading coach.
The coaching cycles will be planned and scheduled during preschool, with initial focus on new teachers and by following the teachers IPDP's.

Teachers will meet on Wednesday's during their planning time for PLC's
* Every other week their focus will be on analyzing their core grade level data and student work
* The other two weeks will be focused on their need facilitated by their team leader or a leadership team member.

The need will be determined by data, the needs assessment protocol completed by the team in one of their first PLC's.

Capacity is built by providing ongoing feedback via Transformation Zone walkthroughs.
* Administrators will leave feedback regarding instructional practices on a regular basis.
Lesson Study will occur across all grade levels and all content areas
* We will continue with our process of utilizing specials time for one teacher to model a lesson and then allow their class to attend PE at another time
The calendar for lesson study will be developed during school improvement planning and based on need from in-house professional development
Weekly message/memo will be emailed weekly to staff by the principal.
This includes a spotlight on staff, a supporting our students section, a best practice section aligned to the teacher appraisal and our weekly calendar.

First and Second year teachers will continue to meet monthly with administration and twice a week with their mentor teachers. Master teachers will review their lesson plans on a weekly basis. This is part of the school's Tiered coaching model.

Frequent recognition of hard work/celebrations of successes with administrators will continue to occur.

Ongoing professional development/PLC's/ time for collaboration with administrators and district reading and math coaches.

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

The school will implement the School's Tiered Coaching model; which includes master and mentor teachers. Mentoring of 1st and 2nd year teachers and teachers new to a grade level will be paired with teachers who have demonstrated highly effective best practices. Pairings are based off of a match between the mentee's needs and the mentor's strengths.
Time will be provided for the mentor to meet and plan with the mentee. Scheduling considerations will be given and time for "fish bowl" activities will be provided for both the mentee and mentor.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Teachers will plan with the math and reading coaches on a weekly basis using a common instructional planning template which is based on high yield Marzano strategies.

They will plan using the Florida standards, curriculum resources and data from NWEA/MAP assessments and Transformation Zone bi-weekly assessments. They will create learning progression scales to be used to guide and monitor students' learning.

In addition, as part of the Tiered Coaching model, master teachers mentors, instructional specialist and administrators will monitor. Student grade reports should reflect their master of unpacked standards. It is critical that student's grades reflect their mastery of Florida content standards.

b. Instructional Strategies

1. 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

Every teacher will use small group instruction to differentiate instruction in Shark Frenzy as well as during the ELA block and math block. All teachers will continue to implement goals and scales coupled with the use of informal learning scales in order for teachers and students to understand the standards and track their progress.

Daily, all teachers will implement the following Marzano strategies of 1. Tracking Student progress 2. Recording and representing knowledge 3.Organizing students to interact with content 4. Process content 5. Examining reasoning.

Daily, teachers will intentionally plan to incorporate pre-identified AVID techniques which support Marzano's instructional strategies.

Daily, teachers will intentionally plan standards-based rigorous lessons using the Transformation Zone's Instructional Model which focuses on gradual release of learning to students.

For ongoing progress monitoring, the MTSS team will meet weekly. Additionally, teams meet weekly in PLC's to review student data. In the classroom, the teachers use state assessments, including NWEA/MAP, district common assessments, running records to differentiated instruction to meet the individual needs of students Student needs are identified and teachers meet with students to work on their identified area of need. This is done through small group instruction and through one on one meetings with students.

Instructional specialist, during their classroom visits, will use the NWEA/MAP data to ensure students, who are classified as MAP low growth/low achievement and high achievement/low growth, receive direct support, including active teacher monitoring and are encouraged to participate in class.

As teachers provide feedback on students' progress, students utilize data folders to track their progress. Data is used to determine which students attend extended learning programs and small group interventions by the two intervention coaches.

Aforementioned formative and summative assessment data is used to determine Tier II and Tier II academic interventions.

Key areas of improvement include increasing the use of "accountable talk stems" and electronic responders. Both will make the students more responsible for the learning and active participants.

Teachers will receive explicit training in managing response rates with the use of accountable talk stems and responders along with other Teach Like a Champion techniques such as Cold Calling, No Opt Out etc.

Teachers will be tasked to create Marzano "level 4" workstations for each math and science lesson.

There is also an expectation to incorporate Math talk and math game centers during the math core and intervention block.

Staff measure student growth with the use of 1. MAP assessments; administered three times a year; 2. ISIP monthly assessments; 3. ST Math reports and 4. Biweekly formative assessments (9 scheduled assessments)

Biweekly; teachers meet as a team along with the MTSSS coach and instructional coaches to discuss student data on the biweekly formative assessments; Data Chats. During these data chats, they review item specs and identify areas needing remediation. Teachers determine how to best remediate the standard in a student centered manner. On Mondays; the students engage with the assignment for ELA and on Fridays for Math; Shark Bite. The following week on Data Wednesdays, the teachers then review student progress on the remediated assignment. Students needing additional support will receive support via the core.

After the administration of MAP; teacher teams meet with administration to discuss their student data and create SMART goals to increase proficiency rates for struggling learners. Teachers are expectation to set a goal to increase student proficiency in each quadrant of the MAP report.

2. 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: After School Program

Minutes added to school year: 6,240

Our Promise Time teachers will work with selected students from 3:05 until 4:05 everyday Monday through Thursday. They will focus on math and reading based off of student needs. The researched based strategies will include ST Math, I-Ready, and skill specific groups based off of needs utilizing I-Ready. This is offered for our retained students, and our Level 1 and 2 students along with all R'Club students.
Additionally, teachers will work with level 4 and 5 students on enrichment activities. The students will work on a STEM project based in our STEM afterschool program.

Strategy Rationale

The rationale is that our students attending after school program need additional focus in a small group setting on core skills that data has show they are deficient in.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Dedert, Melanie, dedertm@pcsb.org

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

I-Ready Data
ST math Data
Running Records

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

An orientation, Kindergarten Round Up, is held in the spring to inform the parents of upcoming Kindergarten students. Resources include meeting the kindergarten teachers, discussing the kindergarten schedule, expectations, and transitions. Parents can visit the classrooms and register their students.

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.

For our 5th grade students, we will offer visits to middle school for shadow days. We also have a 5th grade assembly to prepare students for the middle school expectations and transition. Additionally, we have scheduled a 5th grade AVID parent night to focus on middle school expectations.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Our school implements AVID in grades K-5. AVID supports students to utilize collaborative learning strategies and study skills to be successful during instruction and at home.
Teachers intentionally plan AVID strategies per grade level and utilize these strategies on a daily basis. They also utilize AVID culturally responsive strategies to embed student-centered culturally relevant classroom communities.

We partner with the United Way, Tech Data and Big Brother, Big Sister to offer support to ensure our students have the necessary academic, social and behavioral supports.

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

This is not applicable to our school, a K- 5 school.

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

This is not applicable to our school, a K- 5 school.

4. 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

This is not applicable to our school, a K- 5 school.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

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

[1] = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1. By developing and sustaining a healthy, respectful, caring and safe learning environment for students and staff and community members we will engage in wellness efforts through the Alliance for a Healthier Generation's Healthy Schools Program working towards Bronze Level Recognition becoming eligible in 4 out of 6 Assessment Modules.

G2. 100% of all students will be proficient or exceed proficiency state expectations in ELA, Math and Science as measured by common assessments, running records, NWEA/MAP and the Florida Standards Assessments by June 2018.

G3. 100% of our ESE and ELL subgroup students will score on or above satisfactory as measured by the ELA Florida Standards Assessments in reading in order to reduce the student achievement gap.

G4. By June 2018, increase our overall attendance rate will increase from 93.4% to 96%.

Strategic Goals Detail

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

G1. By developing and sustaining a healthy, respectful, caring and safe learning environment for students and staff and community members we will engage in wellness efforts through the Alliance for a Healthier Generation's Healthy Schools Program working towards Bronze Level Recognition becoming eligible in 4 out of 6 Assessment Modules. 1a

🔍 G090621

Targets Supported 1b

Indicator	Annual Target
Attendance rate	96.0

Targeted Barriers to Achieving the Goal 3

- Lack of staff participation to complete assessment modules and develop an action plan for improvement.

Resources Available to Help Reduce or Eliminate the Barriers 2

-

G2. 100% of all students will be proficient or exceed proficiency state expectations in ELA, Math and Science as measured by common assessments, running records, NWEA/MAP and the Florida Standards Assessments by June 2018. `1a`

🔑 G090622

Targets Supported `1b`

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	70.0
FSA ELA Achievement	50.0
Math Lowest 25% Gains	70.0
FSA Mathematics Achievement	50.0
FSAA Science Achievement	50.0
FSA ELA Achievement - SWD	50.0

Targeted Barriers to Achieving the Goal `3`

- Level of expectation and support offered to deliberately plan to differentiate and adjust instruction to meet the needs of all students.

- Support offered to develop an in-depth knowledge and understanding of the grade level and content area standards.

- Effective use of data to guide instruction and create school-wide interventions and supports.

- School climate and culture that supports conative skills needed to engage in rigorous student learning with a focus on literacy.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- PLCs and schedule that supports coaching to enhance teacher pedagogy.

- Full time reading coach.

- One full time interventional specialist; two teachers in training and three paraprofessionals.

- Full time math coach.

- Positive Behavior Intervention and support

- Early Warning Indicators

- NWEA/MAP data

- Biweekly formative assessment data

G3. 100% of our ESE and ELL subgroup students will score on or above satisfactory as measured by the ELA Florida Standards Assessments in reading in order to reduce the student achievement gap. 1a

🔍 G090624

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement - SWD	66.0
FSA ELA Achievement - ELL	50.0

Targeted Barriers to Achieving the Goal 3

- Lack of lessons that are culturally relevant

- Low cognitive engagement; Teacher talk outweighing student talk;

Resources Available to Help Reduce or Eliminate the Barriers 2

- Extended Learning; Promise Time; academic small group intervention, academic incentives

- Girlfriends, 5000 Role Models, NWEA/MAP 800 club

- Teachers/ Title I teachers/ Intervention specialist

- AVID Trained Teachers

- Additional instructional suppport to offer real-time support during instruction and lesson planning

G4. By June 2018, increase our overall attendance rate will increase from 93.4% to 96%. 1a

🔑 G090625

Targets Supported 1b

Indicator	Annual Target
Attendance rate	96.0

Targeted Barriers to Achieving the Goal 3

- Teachers accurately reporting absences in a timely manner.

- Basic needs met for students to attend school

Resources Available to Help Reduce or Eliminate the Barriers 2

- Partnership with Clothes to Kids

- Community Liaison will work with families and children to address their basic needs and will identify any barriers that are presenting

- Full time Social worker

Plan to Monitor Progress Toward G4. 8

Weekly and monthly attendance data from Focus

Person Responsible
MaryBeth Dubois

Schedule

Evidence of Completion
Decrease in students with 10 plus days absent

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. By developing and sustaining a healthy, respectful, caring and safe learning environment for students and staff and community members we will engage in wellness efforts through the Alliance for a Healthier Generation's Healthy Schools Program working towards Bronze Level Recognition becoming eligible in 4 out of 6 Assessment Modules. 1

🔑 G090621

G1.B1 Lack of staff participation to complete assessment modules and develop an action plan for improvement. 2

🔑 B242101

G1.B1.S1 Encourage staff to complete the assessment modules, stress the impact of health on academics during staff meetings. 4

🔑 S255193

Strategy Rationale

Action Step 1 5

By developing and sustaining a healthy, respectful, caring and safe learning environment for students and staff and community members we will engage in wellness efforts through the Alliance for a Healthier Generation's Healthy Schools Program working towards Bronze Level Recognition becoming eligible in 4 out of 6 Assessment Modules.

Person Responsible

Kristina Bauman

Schedule

Evidence of Completion

Increased number of eligible assessment modules and completion action plans for the Alliance for a Healthier Generation, Healthy School Program.

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

The Healthy School Team will review all assessment items to determine the most feasible item(s) to improve in one module to achieve recognition level, and then develop an action plan for that item(s).

Person Responsible

Kristina Bauman

Schedule

Semiannually, from 9/30/2017 to 9/30/2017

Evidence of Completion

Module completions

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

The Healthy School Team will review all assessment items to determine the most feasible item(s) to improve in one module to achieve recognition level, and then develop an action plan for that item(s).

Person Responsible

Kristina Bauman

Schedule

Semiannually, from 9/30/2017 to 9/30/2017

Evidence of Completion

Increased number of eligible assessment modules and completion action plans for the Alliance for a Healthier Generation, Healthy School Program.

G2. 100% of all students will be proficient or exceed proficiency state expectations in ELA, Math and Science as measured by common assessments, running records, NWEA/MAP and the Florida Standards Assessments by June 2018. 1

🔑 G090622

G2.B1 Level of expectation and support offered to deliberately plan to differentiate and adjust instruction to meet the needs of all students. 2

🔑 B242102

G2.B1.S1 Teachers will meet the needs of students with disabilities by collaborating with ESE teachers and deliberately planning to differentiate instruction to meet individual student need. 4

🔑 S255194

Strategy Rationale

By collaborating instruction will be supportive rather than in isolation as a result student achievement will increase.

Action Step 1 5

ESE teachers will collaboratively plan with grade level teams and in PLCS.

Person Responsible

Melanie Dedert

Schedule

Evidence of Completion

Lesson plans showing deliberate planning and differentiation

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

PLC minutes/ coaches logs and teacher lesson plans

Person Responsible

Kristina Bauman

Schedule

Evidence of Completion

Lesson plans, coaching logs, minutes, evidence of collaboration

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

Monitor the students' progress during MTSS

> **Person Responsible**
>
> Melanie Dedert
>
> **Schedule**
>
>
>
> *Evidence of Completion*
>
> Student data; weekly formative assessment data; common assessment data

G2.B1.S2 Daily, teachers will plan, implement, monitor and adapt seven pre-identified Marzano high yield strategies along with the appropriate AVID techniques to increase achievement of standards-based learning targets. `4`

🔑 S255195

> **Strategy Rationale**
>
> By planning to use high-yield research based strategies from Marzano and AVID, teachers will deliberately meet the academic needs of all learners.

Action Step 1 `5`

Provide professional development on pre-identified Marzano strategies and AVID techniques

> **Person Responsible**
>
> Melanie Dedert
>
> **Schedule**
>
>
>
> *Evidence of Completion*
>
> Sample of professional development offered

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

Informal classroom visits from administration offering actionable feedback and celebrating successes.

Person Responsible

Kristina Bauman

Schedule

Evidence of Completion

collection of feedback offered to teachers; changes in students performance data

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

Review of student performance data on Transformation Zone bi-weekly assessments

Person Responsible

Melanie Dedert

Schedule

Evidence of Completion

Log of bi-weekly assessment data trends

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

Review the use of IStation and STMath data

Person Responsible

Marcy Bennett

Schedule

Evidence of Completion

Data report log with quick wins per teacher based on the data

G2.B2 Support offered to develop an in-depth knowledge and understanding of the grade level and content area standards. 2

🔍 B242103

G2.B2.S1 Teachers will create proficiency-based scales for each unit of instruction work in ELA and math. Students will be engage in using the scales to track their daily progress towards mastery of the content standards. They will implement the success criteria for science. 4

🔍 S255196

Strategy Rationale

Marzano's research shows that this is an effective practice to increase student achievement.

Action Step 1 5

Create proficiency-based scales after unpacking the standards. Teachers will have students track their progress on their learning scales on a regular basis using daily Shark Bait.

Person Responsible

Melanie Dedert

Schedule

Evidence of Completion

Completed Lesson plans/ Completed learning progression scales written, posted in the classroom and in use.

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

Regular reviews of current classroom status of learning scale implementation and evidence of science journals.
Feedback to teachers based on their techniques to allow students to track their progress on the scales.
Review of student work and their status in relation to the scales.
Student journal review for science criteria.
Evidence of student tracking of their progress.

Person Responsible

Melanie Dedert

Schedule

Evidence of Completion

Minutes from MTSS Journals/ Student work Walkthrough data

G2.B2.S2 Third through 5th grade teachers will implement Science lab lessons and will follow the lab schedule with fidelity. Success with Science Technology will be used as a part of the science lab. 4

S255197

Strategy Rationale

Hands-on lab experiments increase conceptual understanding of science standards.

Action Step 1 5

Lab scheduled will be created and communicated to the teachers. Lead science teacher will set up lab activities and provide feedback after first lessons.

Person Responsible

Marcy Bennett

Schedule

Evidence of Completion

Completed master schedule with lab times.

Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

Weekly Walkthroughs during Lab Lessons
Lesson Plans
Student Work

Person Responsible

Marcy Bennett

Schedule

Evidence of Completion

Evidence of use of lab Student work Lesson Plans Walkthrough Observations Co-teaching with Science Lead Teacher (Marcy Bennett)

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 `7`

Review of Student biweekly data and NWEA/MAP data

Person Responsible

Marcy Bennett

Schedule

Evidence of Completion

Student data biweekly

G2.B2.S3 Master teachers and instructional specialist will support teachers to unpack standards and plan rigorous learning experiences for students. 4

S255198

Strategy Rationale

Unpacking standards with support increase the chances that critical content is taught and allow teachers to determine the best use of curricular resources.

Action Step 1 5

Provide instructional support to ensure lessons planned during PLCs support rigorous, standards-based instruction.

Person Responsible

Kristina Bauman

Schedule

Evidence of Completion

Lesson plans

Action Step 2 5

Provide instructional support to ensure lessons planned during PLCs support rigorous, standards-based instruction.

Person Responsible

Kristina Bauman

Schedule

Evidence of Completion

Lesson plans

Action Step 3 `5`

Provide instructional support to ensure lessons planned during PLCs support rigorous, standards-based instruction.

Person Responsible

Kristina Bauman

Schedule

Evidence of Completion

Lesson plans

Action Step 4 `5`

Provide instructional support to ensure lessons planned during PLCs support rigorous, standards-based instruction.

Person Responsible

Kristina Bauman

Schedule

Evidence of Completion

Lesson plans

Plan to Monitor Fidelity of Implementation of G2.B2.S3 `6`

Classroom walkthroughs will show evidence of rigorous, standards-based and student-centered lesson plans.

Person Responsible

Kristina Bauman

Schedule

Evidence of Completion

Walkthrough data and teacher survey data

Plan to Monitor Effectiveness of Implementation of G2.B2.S3 `7`

Review of walkthrough data during MTSS and staff meetings

Person Responsible

Melanie Dedert

Schedule

Monthly, from 8/14/2017 to 8/14/2017

Evidence of Completion

Notes from MTSS and staff meetings

G2.B3 Effective use of data to guide instruction and create school-wide interventions and supports. 2

🔑 B242104

G2.B3.S1 Teachers will actively monitor students during instruction to ensure that ALL students are reaching the desired effect of the selected instructional strategy. 4

🔑 S255199

Strategy Rationale

According to Dr. Marzano's research, monitoring is key to increase student achievement.

Action Step 1 5

MTSS team will review data on a weekly basis and then the team leaders will work with their PLC's to review data weekly as well. This data will include instructional practices walkthrough data.

Person Responsible

Melanie Dedert

Schedule

Evidence of Completion

MTSS notes, OPM data, formative assessment data, learning scales data

Action Step 2 5

Teachers will collaboratively plan formative assessments. This will include formative assessments that will be used during instruction, as exits slips, and weekly formative assessments.

Person Responsible

Kristina Bauman

Schedule

Evidence of Completion

Walk through classroom data

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

Review of PLC notes and walkthroughs in classrooms to ensure small group instruction is differentiated and that there is evidence of monitoring student learning and ajusting instruction. Additionally, look for evidence of formative assessments.

Person Responsible

Melanie Dedert

Schedule

Evidence of Completion

Biweekly formative assessments

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

Use of data protocols and support for PLC's to ensure accurate interpretation of data. Student work will be reviewed utilizing the protocols.
Are students performing at or above expectations as measured by formative assessments?

Person Responsible

Melanie Dedert

Schedule

Evidence of Completion

PLC notes and student work from small group.

G2.B3.S2 Teachers will use NWEA/MAP and biweekly assessment data along with ongoing progress monitoring as the basis for how they Organize Students to Interact with Content and differentiate instruction. 4

🔑 S255200

Strategy Rationale

Monitoring supports differentiation of instruction

Action Step 1 5

Provide professional development on the use of NWEA/MAP score results to determine specific pedagogic needs at various times during the year.

Person Responsible

Marcy Bennett

Schedule

Evidence of Completion

Increase in student performance from assessment to assessment

Plan to Monitor Fidelity of Implementation of G2.B3.S2 6

PLC discussions and interventions will focus on student needs based TZ biweekly assessment data

Person Responsible

Marcy Bennett

Schedule

Evidence of Completion

Notes from PLC meetings

Plan to Monitor Fidelity of Implementation of G2.B3.S2 6

PLC discussions and interventions will focus on student needs based on NWEA/MAP data

Person Responsible

Melanie Dedert

Schedule

Evidence of Completion

Notes from PLC meetings

Plan to Monitor Effectiveness of Implementation of G2.B3.S2 7

Quarterly review of NWEA/MAP data and bi-weekly assessment data

Person Responsible

Marcy Bennett

Schedule

Evidence of Completion

Data reports from assessment showing increase in student achievement from one assessment cycle to the next.

G2.B4 School climate and culture that supports conative skills needed to engage in rigorous student learning with a focus on literacy. [2]

🔍 B242105

G2.B4.S1 Develop conative skills needed to master Speaking and Listening standards and to engage in rigorous collaboration. [4]

🔍 S255201

Strategy Rationale

Conation supports cognition

Action Step 1 [5]

Implement daily student-centered authentic Morning Meetings from 8:15 to 8:35.
Provide professional development to create Morning Meetings.

Person Responsible

Melanie Dedert

Schedule

Evidence of Completion

Checklist for teachers

Plan to Monitor Fidelity of Implementation of G2.B4.S1 [6]

Dedicated time during PLC meetings to develop the content of the Morning Meeting

Person Responsible

Marcy Bennett

Schedule

Evidence of Completion

Notes from PLC meetings; survey results from students

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 `7`

Informal walkthroughs from administrator

Person Responsible

Kristina Bauman

Schedule

Evidence of Completion

Informal feedback offered to teachers

G3. 100% of our ESE and ELL subgroup students will score on or above satisfactory as measured by the ELA Florida Standards Assessments in reading in order to reduce the student achievement gap. `1`
🔍 G090624

G3.B1 Lack of lessons that are culturally relevant `2`
🔍 B242107

G3.B1.S1 Use AVID techniques specifically designed to incorporate culturally relevant teaching. `4`
🔍 S255204

Strategy Rationale

Increase authentic student -engagement

Action Step 1 `5`

Create the expectation to intentionally plan culturally relevant lesson; provide professional development to incorporate cultural relevant techniques into lesson plans.

Person Responsible

Melanie Dedert

Schedule

Evidence of Completion

Evidence of the professional development with teacher survey

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

During PLCs lesson plans will be monitored for proper use of CRT and AVID techniques
In what ways do students have opportunities to discuss their home and cultural experiences to today's lesson?

Person Responsible

Melanie Dedert

Schedule

Evidence of Completion

Student artifacts from informal classroom walkthroughs

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

Review of student progress on NWEA/MAP assessment

Person Responsible

Marcy Bennett

Schedule

Evidence of Completion

NWEA/MAP data should show increase in student achievement.

G3.B2 Low cognitive engagement; Teacher talk outweighing student talk; 2

🔑 B242108

G3.B2.S1 Teachers will actively engage students in learning by incorporating techniques need to support the learning of multiple learning styles. Teachers will implement best instructional practices as indicated in the Marzano teaching map and the Transformation Zone instructional model. 4

🔑 S255205

Strategy Rationale

Marzano research indicates that students need to be actively engaged in learning in order to increase their learning. Teachers will utilize the Marzano strategies that they are appraised on in order to successfully implement this strategy.

Action Step 1 5

Teachers will address multiple learning styles in lesson plans including auditory and tactile learning styles.

Person Responsible

Kristina Bauman

Schedule

Evidence of Completion

Lesson plans Walkthrough data MTSS notes PD plan and artifacts

Action Step 2 5

Teachers will implement effective classroom practices as identified in the Art and Science of Teaching Framework identified by Marzano that incorporates cognitive engagement strategies and techniques to Organize Students to Interact with Content and Manage Response rates with Tiered Questions.

Person Responsible

Kristina Bauman

Schedule

Evidence of Completion

walkthrough data, lesson plans, evidence of use of high effect size strategies (ie. student work)

Plan to Monitor Fidelity of Implementation of G3.B2.S1 `6`

Monitor for the following during informal walkthroughs:
Student talk outweighs teacher talk by utilizing talk moves; turn and talks; and having prepared higher order questions.
The use of journaling in math, sciences and ELA.

Look fors:
Who is doing most of the talking?
Are students engaged in high levels of thinking?
Are high effect size strategies in place and used effectively?
What type of questions are being asked?
Are students' passive learners?

Person Responsible

Kristina Bauman

Schedule

Evidence of Completion

Walk through notes Lesson Plans

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 `7`

Percentage of classrooms implementing Marzano strategies at a developing rating or above on a regular basis.
Walkthrough data on percent of time higher level questions are being asked.

Student engagement data- focusing on passive vs active learning.

Student survey data about cognitive engagement

Person Responsible

Kristina Bauman

Schedule

Evidence of Completion

Biweekly Data Results.

G3.B2.S3 Provide a mentor for all students who are African American, ESE and ELL scoring a level 1 or 2 on the FSA or low achievement/low growth on the Fall assessment of the NWEA/MAP. 4

🔑 S255207

Strategy Rationale

Research shows that students who have a caring adult to talk to besides the teacher improve academically.

Action Step 1 5

Each adult in the building will mentor a student to assist them in making adequate progress on their MAP/NWEA assessment.

Person Responsible

Melanie Dedert

Schedule

Evidence of Completion

Each mentor will be given a mentor folder with goal sheets for their mentees. They will track meeting dates and keep track of the progress toward the student's goals.

Plan to Monitor Fidelity of Implementation of G3.B2.S3 6

Student/parents survey data about mentor relationships.

Person Responsible

Melanie Dedert

Schedule

Monthly, from 8/14/2017 to 8/14/2017

Evidence of Completion

Data folders/ Mentor Folders with dates and goals

Plan to Monitor Effectiveness of Implementation of G3.B2.S3 `7`

Track student data for both academics and behavior.

Person Responsible

Kristina Bauman

Schedule

Evidence of Completion

Student data

G4. By June 2018, increase our overall attendance rate will increase from 93.4% to 96%. [1]

G090625

G4.B1 Teachers accurately reporting absences in a timely manner. [2]

B242109

G4.B1.S1 Ensure the processes for documenting absences are implemented with fidelity. Create and implement student-centered incentives and programs to support good attendance. [4]

S255208

Strategy Rationale

Accurate attendance reporting is critical to achieving attendance goals.

Action Step 1 [5]

Teachers will complete attendance daily by 9:30.

Teachers will call parents when students are absent two days in a row or when they have reached 3 absences in a month.

Teachers will follow the process for reporting absences to the social worker.

Child Study Team will create incentives to support good attention and positive behaviors supporting attendance.

Person Responsible

MaryBeth Dubois

Schedule

Evidence of Completion

Attendance in Focus Parent contact in Focus Emails to social worker

Plan to Monitor Fidelity of Implementation of G4.B1.S1 `6`

Track attendance in Focus and compare to teachers' emails and follow up phone calls as evidenced in Focus parent communication section.
School Social Worker will provide monthly updates on attendance to the staff. The school Psychologist will provide updates on interventions and trends to the staff on a monthly basis.

Person Responsible

MaryBeth Dubois

Schedule

Evidence of Completion

Meeting minutes; reports shared to the staff

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 `7`

On a quarterly basis, review attendance interventions and incentives. Make adjustments and changes as needed.

Person Responsible

Schedule

Evidence of Completion

Minutes from MTSS meeting

G4.B3 Basic needs met for students to attend school `2`

🔑 B242111

G4.B3.S1 Provide a Title I Family Resource center for parents to get support for their children's educational needs. `4`

🔑 S255209

Strategy Rationale

Family engagement positively impacts learning.

Action Step 1 `5`

Designate a staff member to operate the family resource center and ensure parents have access to needed information. Also meet with families to address their needs and to help identify any barriers to students attending school. This person will be the contact person for Clothes to Kids.

Person Responsible

MaryBeth Dubois

Schedule

Evidence of Completion

Family Resource Center Sign in to Family Resource Center

Plan to Monitor Fidelity of Implementation of G4.B3.S1 `6`

Monitor that the Title I family resource center and the partnership with CTK are being implemented.

Person Responsible

MaryBeth Dubois

Schedule

Evidence of Completion

Minutes from meetings with CTK employees. Title I family resource log.

Plan to Monitor Effectiveness of Implementation of G4.B3.S1 `7`

Identify and track the number of students access CTK
Identify and track the number of families utilizing Title I family Resource Center

Person Responsible

MaryBeth Dubois

Schedule

Evidence of Completion

Reports of access of both the resource center and CTK; Monitor the attendance rates for
pre-identified students.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G4.MA1 M355654	Weekly and monthly attendance data from Focus	Dubois, MaryBeth	No Start Date	Decrease in students with 10 plus days absent	No End Date one-time
G3.B2.S3.A1 A334678	Each adult in the building will mentor a student to assist them in making adequate progress on...	Dedert, Melanie	No Start Date	Each mentor will be given a mentor folder with goal sheets for their mentees. They will track meeting dates and keep track of the progress toward the student's goals.	No End Date daily
G3.B2.S3.MA1 M352570	Track student data for both academics and behavior.	Bauman, Kristina	8/21/2017	Student data	No End Date monthly
G1.B1.S1.A1 A334657	By developing and sustaining a healthy, respectful, caring and safe learning environment for...	Bauman, Kristina	8/21/2017	Increased number of eligible assessment modules and completion action plans for the Alliance for a Healthier Generation, Healthy School Program.	No End Date semiannually
G2.B1.S1.MA1 M352538	Monitor the students' progress during MTSS	Dedert, Melanie	9/1/2017	Student data; weekly formative assessment data; common assessment data	No End Date monthly
G2.B1.S1.MA1 M352539	PLC minutes/ coaches logs and teacher lesson plans	Bauman, Kristina	9/11/2017	Lesson plans, coaching logs, minutes, evidence of collaboration	No End Date monthly
G2.B1.S1.A1 A334658	ESE teachers will collaboratively plan with grade level teams and in PLCS.	Dedert, Melanie	8/14/2017	Lesson plans showing deliberate planning and differentiation	No End Date weekly
G2.B2.S1.MA1 M352544	Regular reviews of current classroom status of learning scale implementation and evidence of...	Dedert, Melanie	No Start Date	Minutes from MTSS Journals/ Student work Walkthrough data	No End Date biweekly
G2.B2.S1.A1 A334660	Create proficiency-based scales after unpacking the standards. Teachers will have students track...	Dedert, Melanie	8/21/2017	Completed Lesson plans/ Completed learning progression scales written, posted in the classroom and in use.	No End Date daily
G2.B3.S1.MA1 M352550	Use of data protocols and support for PLC's to ensure accurate interpretation of data. Student...	Dedert, Melanie	8/21/2017	PLC notes and student work from small group.	No End Date biweekly
G2.B3.S1.MA1 M352551	Review of PLC notes and walkthroughs in classrooms to ensure small group instruction is...	Dedert, Melanie	8/21/2017	Biweekly formative assessments	No End Date biweekly
G2.B3.S1.A1 A334667	MTSS team will review data on a weekly basis and then the team leaders will work with their PLC's...	Dedert, Melanie	9/1/2017	MTSS notes, OPM data, formative assessment data, learning scales data	No End Date biweekly
G2.B3.S1.A2 A334668	Teachers will collaboratively plan formative assessments. This will include formative assessments...	Bauman, Kristina	8/21/2017	Walk through classroom data	No End Date weekly
G2.B4.S1.MA1 M352555	Informal walkthroughs from administrator	Bauman, Kristina	8/14/2017	Informal feedback offered to teachers	No End Date daily
G2.B4.S1.MA1 M352556	Dedicated time during PLC meetings to develop the content of the Morning Meeting	Bennett, Marcy	8/22/2017	Notes from PLC meetings; survey results from students	No End Date weekly
G2.B4.S1.A1 A334670	Implement daily student-centered authentic Morning Meetings from 8:15 to 8:35. Provide...	Dedert, Melanie	8/10/2017	Checklist for teachers	No End Date daily
G3.B1.S1.MA1 M352564	Review of student progress on NWEA/ MAP assessment	Bennett, Marcy	10/2/2017	NWEA/MAP data should show increase in student achievement.	No End Date semiannually
G3.B1.S1.MA1 M352565	During PLCs lesson plans will be monitored for proper use of CRT and AVID techniques In what ways...	Dedert, Melanie	8/14/2017	Student artifacts from informal classroom walkthroughs	No End Date monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B1.S1.A1 A334674	Create the expectation to intentionally plan culturally relevant lesson; provide professional...	Dedert, Melanie	8/14/2017	Evidence of the professional development with teacher survey	No End Date weekly
G3.B2.S1.MA1 M352566	Percentage of classrooms implementing Marzano strategies at a developing rating or above on a...	Bauman, Kristina	No Start Date	Biweekly Data Results.	No End Date monthly
G3.B2.S1.MA1 M352567	Monitor for the following during informal walkthroughs: Student talk outweighs teacher talk by...	Bauman, Kristina	8/10/2017	Walk through notes Lesson Plans	No End Date monthly
G3.B2.S1.A1 A334675	Teachers will address multiple learning styles in lesson plans including auditory and tactile...	Bauman, Kristina	8/10/2017	Lesson plans Walkthrough data MTSS notes PD plan and artifacts	No End Date monthly
G3.B2.S1.A2 A334676	Teachers will implement effective classroom practices as identified in the Art and Science of...	Bauman, Kristina	8/10/2017	walkthrough data, lesson plans, evidence of use of high effect size strategies (ie. student work)	No End Date daily
G4.B1.S1.MA1 M352573	On a quarterly basis, review attendance interventions and incentives. Make adjustments and changes...		9/1/2017	Minutes from MTSS meeting	No End Date monthly
G2.B2.S3.A3 A334665	Provide instructional support to ensure lessons planned during PLCs support rigorous,...	Bauman, Kristina	No Start Date	Lesson plans	No End Date weekly
G4.B1.S1.A1 A334679	Teachers will complete attendance daily by 9:30. Teachers will call parents when students are...	Dubois, MaryBeth	8/10/2017	Attendance in Focus Parent contact in Focus Emails to social worker	No End Date weekly
G4.B3.S1.MA1 M352575	Identify and track the number of students access CTK Identify and track the number of families...	Dubois, MaryBeth	8/10/2017	Reports of access of both the resource center and CTK; Monitor the attendance rates for pre-identified students.	No End Date monthly
G4.B3.S1.MA1 M352576	Monitor that the Title I family resource center and the partnership with CTK are being...	Dubois, MaryBeth	8/10/2017	Minutes from meetings with CTK employees. Title I family resource log.	No End Date monthly
G4.B3.S1.A1 A334681	Designate a staff member to operate the family resource center and ensure parents have access to...	Dubois, MaryBeth	8/10/2017	Family Resource Center Sign in to Family Resource Center	No End Date daily
G2.B1.S2.MA1 M352540	Review of student performance data on Transformation Zone bi-weekly assessments	Dedert, Melanie	9/30/2017	Log of bi-weekly assessment data trends	No End Date biweekly
G2.B1.S2.MA3 M355651	Review the use of IStation and STMath data	Bennett, Marcy	8/21/2017	Data report log with quick wins per teacher based on the data	No End Date one-time
G2.B1.S2.MA1 M352542	Informal classroom visits from administration offering actionable feedback and celebrating...	Bauman, Kristina	8/14/2017	collection of feedback offered to teachers; changes in students performance data	No End Date weekly
G2.B1.S2.A1 A334659	Provide professional development on pre-identified Marzano strategies and AVID techniques	Dedert, Melanie	8/7/2017	Sample of professional development offered	No End Date every-2-months
G2.B2.S2.MA1 M352545	Review of Student biweekly data and NWEA/MAP data	Bennett, Marcy	9/25/2017	Student data biweekly	No End Date biweekly
G2.B2.S2.MA1 M352546	Weekly Walkthroughs during Lab Lessons Lesson Plans Student Work	Bennett, Marcy	9/1/2017	Evidence of use of lab Student work Lesson Plans Walkthrough Observations Co-teaching with Science Lead Teacher (Marcy Bennett)	No End Date weekly
G2.B2.S2.A1 A334661	Lab scheduled will be created and communicated to the teachers. Lead science teacher will set up...	Bennett, Marcy	8/10/2017	Completed master schedule with lab times.	No End Date every-6-weeks
G2.B3.S2.MA1 M352552	Quarterly review of NWEA/MAP data and bi-weekly assessment data	Bennett, Marcy	10/2/2017	Data reports from assessment showing increase in student achievement from one assessment cycle to the next.	No End Date biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B3.S2.MA1 M352553	PLC discussions and interventions will focus on student needs based TZ biweekly assessment data	Bennett, Marcy	9/25/2017	Notes from PLC meetings	No End Date biweekly
G2.B3.S2.MA1 M352554	PLC discussions and interventions will focus on student needs based on NWEA/MAP data	Dedert, Melanie	10/3/2016	Notes from PLC meetings	No End Date quarterly
G2.B3.S2.A1 A334669	Provide professional development on the use of NWEA/MAP score results to determine specific...	Bennett, Marcy	9/26/2017	Increase in student performance from assessment to assessment	No End Date semiannually
G2.B2.S3.A4 A334666	Provide instructional support to ensure lessons planned during PLCs support rigorous,...	Bauman, Kristina	No Start Date	Lesson plans	No End Date weekly
G2.B2.S3.MA1 M352548	Classroom walkthroughs will show evidence of rigorous, standards-based and student-centered lesson...	Bauman, Kristina	8/22/2017	Walkthrough data and teacher survey data	No End Date weekly
G2.B2.S3.A1 A334663	Provide instructional support to ensure lessons planned during PLCs support rigorous,...	Bauman, Kristina	No Start Date	Lesson plans	No End Date weekly
G2.B2.S3.A2 A334664	Provide instructional support to ensure lessons planned during PLCs support rigorous,...	Bauman, Kristina	No Start Date	Lesson plans	No End Date weekly
G4.B1.S1.MA1 M352574	Track attendance in Focus and compare to teachers' emails and follow up phone calls as evidenced in...	Dubois, MaryBeth	8/22/2017	Meeting minutes; reports shared to the staff	No End Date biweekly
G2.B2.S3.MA1 M352547	Review of walkthrough data during MTSS and staff meetings	Dedert, Melanie	8/14/2017	Notes from MTSS and staff meetings	8/14/2017 monthly
G3.B2.S3.MA1 M352571	Student/parents survey data about mentor relationships.	Dedert, Melanie	8/14/2017	Data folders/ Mentor Folders with dates and goals	8/14/2017 monthly
G1.B1.S1.MA1 M352537	The Healthy School Team will review all assessment items to determine the most feasible item(s) to...	Bauman, Kristina	9/30/2017	Module completions	9/30/2017 semiannually
G1.B1.S1.MA1 M352536	The Healthy School Team will review all assessment items to determine the most feasible item(s)...	Bauman, Kristina	9/30/2017	Increased number of eligible assessment modules and completion action plans for the Alliance for a Healthier Generation, Healthy School Program.	9/30/2017 semiannually

V. Professional Development Opportunities

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

G1. By developing and sustaining a healthy, respectful, caring and safe learning environment for students and staff and community members we will engage in wellness efforts through the Alliance for a Healthier Generation's Healthy Schools Program working towards Bronze Level Recognition becoming eligible in 4 out of 6 Assessment Modules.

G1.B1 Lack of staff participation to complete assessment modules and develop an action plan for improvement.

G1.B1.S1 Encourage staff to complete the assessment modules, stress the impact of health on academics during staff meetings.

PD Opportunity 1

By developing and sustaining a healthy, respectful, caring and safe learning environment for students and staff and community members we will engage in wellness efforts through the Alliance for a Healthier Generation's Healthy Schools Program working towards Bronze Level Recognition becoming eligible in 4 out of 6 Assessment Modules.

Facilitator

Jessica North

Participants

All staff

Schedule

G2. 100% of all students will be proficient or exceed proficiency state expectations in ELA, Math and Science as measured by common assessments, running records, NWEA/MAP and the Florida Standards Assessments by June 2018.

G2.B1 Level of expectation and support offered to deliberately plan to differentiate and adjust instruction to meet the needs of all students.

G2.B1.S1 Teachers will meet the needs of students with disabilities by collaborating with ESE teachers and deliberately planning to differentiate instruction to meet individual student need.

PD Opportunity 1

ESE teachers will collaboratively plan with grade level teams and in PLCS.

Facilitator

Participants

grade level teachers and VE teachers

Schedule

G2.B1.S2 Daily, teachers will plan, implement, monitor and adapt seven pre-identified Marzano high yield strategies along with the appropriate AVID techniques to increase achievement of standards-based learning targets.

PD Opportunity 1

Provide professional development on pre-identified Marzano strategies and AVID techniques

Facilitator

Melanie Dedert

Participants

Teachers

Schedule

G2.B2 Support offered to develop an in-depth knowledge and understanding of the grade level and content area standards.

G2.B2.S1 Teachers will create proficiency-based scales for each unit of instruction work in ELA and math. Students will be engage in using the scales to track their daily progress towards mastery of the content standards. They will implement the success criteria for science.

PD Opportunity 1

Create proficiency-based scales after unpacking the standards. Teachers will have students track their progress on their learning scales on a regular basis using daily Shark Bait.

Facilitator

Coaches

Participants

All classroom teachers

Schedule

G2.B2.S2 Third through 5th grade teachers will implement Science lab lessons and will follow the lab schedule with fidelity. Success with Science Technology will be used as a part of the science lab.

PD Opportunity 1

Lab scheduled will be created and communicated to the teachers. Lead science teacher will set up lab activities and provide feedback after first lessons.

Facilitator

Bennett

Participants

All second through 5th grade teachers.

Schedule

G2.B3 Effective use of data to guide instruction and create school-wide interventions and supports.

G2.B3.S1 Teachers will actively monitor students during instruction to ensure that ALL students are reaching the desired effect of the selected instructional strategy.

PD Opportunity 1

MTSS team will review data on a weekly basis and then the team leaders will work with their PLC's to review data weekly as well. This data will include instructional practices walkthrough data.

Facilitator

District coaches for PLC; area MTSS coaches

Participants

all staff

Schedule

PD Opportunity 2

Teachers will collaboratively plan formative assessments. This will include formative assessments that will be used during instruction, as exits slips, and weekly formative assessments.

Facilitator

Team Leaders

Participants

All instructional staff

Schedule

G2.B3.S2 Teachers will use NWEA/MAP and biweekly assessment data along with ongoing progress monitoring as the basis for how they Organize Students to Interact with Content and differentiate instruction.

PD Opportunity 1

Provide professional development on the use of NWEA/MAP score results to determine specific pedagogic needs at various times during the year.

Facilitator

Bennett

Participants

Teachers and instructional support personnel.

Schedule

G2.B4 School climate and culture that supports conative skills needed to engage in rigorous student learning with a focus on literacy.

G2.B4.S1 Develop conative skills needed to master Speaking and Listening standards and to engage in rigorous collaboration.

PD Opportunity 1

Implement daily student-centered authentic Morning Meetings from 8:15 to 8:35. Provide professional development to create Morning Meetings.

Facilitator

Grade level team leads

Participants

Teachers and instructional support personnel

Schedule

G3. 100% of our ESE and ELL subgroup students will score on or above satisfactory as measured by the ELA Florida Standards Assessments in reading in order to reduce the student achievement gap.

G3.B1 Lack of lessons that are culturally relevant

G3.B1.S1 Use AVID techniques specifically designed to incorporate culturally relevant teaching.

PD Opportunity 1

Create the expectation to intentionally plan culturally relevant lesson; provide professional development to incorporate cultural relevant techniques into lesson plans.

Facilitator

Bennett/Dedert

Participants

All teachers

Schedule

G3.B2 Low cognitive engagement; Teacher talk outweighing student talk;

G3.B2.S1 Teachers will actively engage students in learning by incorporating techniques need to support the learning of multiple learning styles. Teachers will implement best instructional practices as indicated in the Marzano teaching map and the Transformation Zone instructional model.

PD Opportunity 1

Teachers will address multiple learning styles in lesson plans including auditory and tactile learning styles.

Facilitator

All coaches/MTSS

Participants

PD participants.

Schedule

PD Opportunity 2

Teachers will implement effective classroom practices as identified in the Art and Science of Teaching Framework identified by Marzano that incorporates cognitive engagement strategies and techniques to Organize Students to Interact with Content and Manage Response rates with Tiered Questions.

Facilitator

Coaches

Participants

Teachers

Schedule

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	By developing and sustaining a healthy, respectful, caring and safe learning environment for students and staff and community members we will engage in wellness efforts through the Alliance for a Healthier Generation's Healthy Schools Program working towards Bronze Level Recognition becoming eligible in 4 out of 6 Assessment Modules.	$0.00
2	G2.B1.S1.A1	ESE teachers will collaboratively plan with grade level teams and in PLCS.	$0.00
3	G2.B1.S2.A1	Provide professional development on pre-identified Marzano strategies and AVID techniques	$0.00
4	G2.B2.S1.A1	Create proficiency-based scales after unpacking the standards. Teachers will have students track their progress on their learning scales on a regular basis using daily Shark Bait.	$0.00

	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			District-Wide	Other		$0.00
			Notes: PASS grant money funding for lesson study and after school planning.			

5	G2.B2.S2.A1	Lab scheduled will be created and communicated to the teachers. Lead science teacher will set up lab activities and provide feedback after first lessons.	$0.00
6	G2.B2.S3.A1	Provide instructional support to ensure lessons planned during PLCs support rigorous, standards-based instruction.	$0.00
7	G2.B2.S3.A2	Provide instructional support to ensure lessons planned during PLCs support rigorous, standards-based instruction.	$0.00
8	G2.B2.S3.A3	Provide instructional support to ensure lessons planned during PLCs support rigorous, standards-based instruction.	$0.00
9	G2.B2.S3.A4	Provide instructional support to ensure lessons planned during PLCs support rigorous, standards-based instruction.	$0.00
10	G2.B3.S1.A1	MTSS team will review data on a weekly basis and then the team leaders will work with their PLC's to review data weekly as well. This data will include instructional practices walkthrough data.	$65,000.00

	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			3871 - Sandy Lane Elementary School	Title I, Part A		$65,000.00
			Notes: MTSS coach			

11	G2.B3.S1.A2	Teachers will collaboratively plan formative assessments. This will include formative assessments that will be used during instruction, as exits slips, and weekly formative assessments.	$0.00
12	G2.B3.S2.A1	Provide professional development on the use of NWEA/MAP score results to determine specific pedagogic needs at various times during the year.	$0.00

13	G2.B4.S1.A1	Implement daily student-centered authentic Morning Meetings from 8:15 to 8:35. Provide professional development to create Morning Meetings.				$0.00
14	G3.B1.S1.A1	Create the expectation to intentionally plan culturally relevant lesson; provide professional development to incorporate cultural relevant techniques into lesson plans.				$0.00
15	G3.B2.S1.A1	Teachers will address multiple learning styles in lesson plans including auditory and tactile learning styles.				$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			District-Wide	Title I, Part A		$0.00
			Notes: MTSS coach			
16	G3.B2.S1.A2	Teachers will implement effective classroom practices as identified in the Art and Science of Teaching Framework identified by Marzano that incorporates cognitive engagement strategies and techniques to Organize Students to Interact with Content and Manage Response rates with Tiered Questions.				$115,069.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			3871 - Sandy Lane Elementary School	Other		$0.00
			Notes: Teacher lesson studies.			
			3871 - Sandy Lane Elementary School	School Improvement Funds		$1,500.00
			Notes: Teacher lesson studies. Professional learning material for use during teacher lesson studies.			
	100-Salaries		3871 - Sandy Lane Elementary School	Title I, Part A		$113,569.00
			Notes: Teacher to Lower class size in 4th and 5th.			
17	G3.B2.S3.A1	Each adult in the building will mentor a student to assist them in making adequate progress on their MAP/NWEA assessment.				$0.00
18	G4.B1.S1.A1	Teachers will complete attendance daily by 9:30. Teachers will call parents when students are absent two days in a row or when they have reached 3 absences in a month. Teachers will follow the process for reporting absences to the social worker. Child Study Team will create incentives to support good attention and positive behaviors supporting attendance.				$0.00
19	G4.B3.S1.A1	Designate a staff member to operate the family resource center and ensure parents have access to needed information. Also meet with families to address their needs and to help identify any barriers to students attending school. This person will be the contact person for Clothes to Kids.				$0.00
					Total:	$180,069.00