

Meadowbrook Elementary School



2014-15 School Improvement Plan

Meadowbrook Elementary School

11525 NW 39TH AVE, Gainesville, FL 32606

<http://www.sbac.edu/pages/acps>

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
39%

Alternative/ESE Center
No

Charter School
No

Minority
43%

School Grades History

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

School Board Approval

This plan is pending approval by the Alachua County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Meadowbrook Elementary School is committed to the success of every student!

Provide the school's vision statement

School Environment

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

The Meadowbrook faculty and staff make it a priority to learn about all the students and families that are part of the Meadowbrook community. Most importantly, faculty and staff develop a school environment that is welcoming and engaging for all students. Teachers create lessons, complete classroom activities, and have ongoing dialogue with students and parents.

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

School safety is a top priority. The Meadowbrook faculty and staff look at safety concerns in a collaborative manner. Additionally, Meadowbrook members listen carefully to the concerns of parents and students and make appropriate changes to make the school a safe and positive environment. The school is open to students 30 minutes before school starts (7:15 a.m.) and 30 minutes after school ends (2:15 p.m.) with faculty and staff supervision. The School Resource Officer (SRO) is assigned to the school and assists the faculty and staff, students, and parents with any safety needs or concerns.

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

All Meadowbrook teachers have a classroom behavior plan and work with the school's leadership team to develop appropriate behavior goals and plans for students. Additionally, the BRT meets with all teachers during pre-planning week and reviews classroom behavior plans and expectations. Throughout the year, the leadership team conducts walkthroughs to monitor behavior. All parents, teachers, staff, and students are included together in setting up behavior goals and monitoring student progress.

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

It is very important at Meadowbrook that all students feel safe and happy while at school. The school counselor meets with all classrooms and does instructional guidance lessons with them throughout the year. Additionally, the school counselor meets with students and parents before and after school. The school leadership team and teachers have a close relationship with surrounding neighborhoods. Teachers and staff are encouraged to do home visits to help relate to parents and students. This also ensures that social-emotional needs of students are being met.

Early Warning Systems

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

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

For attendance, the school leadership team looks at attendance records for all students, monitoring this data on a weekly basis. Early indicators include students that have excessive absences, tardies, or checkouts, or if the students have negative attendance trends during the school year. In terms of suspensions, the school leadership team looks at referral and suspension data during the leadership meetings. The BRT prints reports by student, teacher, and grade level. It is important that Meadowbrook students master language arts and mathematics. The leadership team looks at grades for progress reports and report cards. Additionally, the CRT gathers data weekly from principals and collaborates with teachers to determine if student grades are unsatisfactory. At the end of the year, the school leadership closely looks at statewide, standardized assessment in language arts and mathematics. The CRT creates an assessment notebook that disaggregates data. Additionally, teachers and teams meet with the leadership team look at assessment scores.

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	8	8	5	4	5	2	32
One or more suspensions	1	2	2	3	4	1	13
Course failure in ELA or Math	4	10	3	2	2	2	23
Level 1 on statewide assessment	0	0	0	22	10	19	51

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

Indicator	Grade Level				Total
	K	1	2	3	
Students exhibiting two or more indicators	2	1	3	1	7

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

Teachers and school administration work with students and parents on making sure students attend classes. If a student is missing from a class, the teacher will reach out to the parents and determine what is going on. Then, the teacher will develop a plan with the parents to get the student in class and finish any missing classwork. If a student is excessively absent, the administration will work with parents and develop a plan to get the student in school.

Meadowbrook teachers and staff make sure classrooms and the school are positive places for students. If a student receives a suspension, he or she returns to school and meets with the teacher, BRT, principal, and parents. The team develops a plan to make sure the student understands what the problem is and how it can be solved.

Student grades are monitored closely by teachers and school leaders. If a student grade drops in any subject, then the teacher contacts the parents and discusses what happened and what the new plan will be for the student. When a student chronically has low grades, then the school leadership team and teacher invite the parents and student to an EPT and develop a plan to help the student get on

grade level.

State assessment results typically come out at the end of the school year. Nevertheless, it is important for the school leadership team and teachers to look at this data and determine what instructional strategies worked and which ones need improvement. Faculty and staff look at assessment data individual and group trends. The school leadership team and teachers meet and develop a plan for the future to maintain high achievement results and improve in low areas.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/208918>.

Description

A PIP has been uploaded for this school or district - see the link above.

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

Meadowbrook faculty and staff work with the community and build many partnerships with different community members, including businesses, clubs, higher education institutions, and other groups. Meadowbrook has a number of business partners, including: Beef O' Brady's, Publix, Florida Credit Union, Papas and Tapley Orthodontics, Pro Taekwondo, and Campus Credit Union. Additionally, Meadowbrook faculty and staff work with local neighborhoods, setting up flyers and programs that include the neighborhood community and the school.

Effective Leadership

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

School Leadership Team

Membership

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

Name	Title
Burklew, Brad	Principal

Duties

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

The leadership team -- consisting of the principal, curriculum resource teacher, behavior resource teacher, and school counselor -- meet weekly and discuss student progress and goals. During these weekly meetings, specific student needs are addressed. Afterwards, other members of the faculty

and staff collaborate and discuss strategies and goals for students. Meadowbrook faculty and staff utilize educational planning team (EPT) meetings to officially review student progress and monitor data and interventions. The EPT members then work together to develop a workable plan that best meets the needs of the students. Future communication and EPTs will review progress towards those goals.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The school-based RtI leadership team consists of the Principal, Brad Burklew, Assistant Principal Intern/Curriculum Resource Teacher, Brooke Newell, Behavior Resource Teacher, Chris Beland, and the school counselor, Kathy Hamill. These individuals are the administrative staff that oversees curriculum, behavior, and data decision making at the school.

Principal: Provides a common vision for use of data-based decision-making, sees that RTI is implemented according to district guidelines, oversees implementation and documentation of interventions, and provides needed professional development for staff.

Selected General Education Teachers: Works with the principal in sharing data with other faculty and works with teachers in developing intervention activities.

School Counselor: Arranges EPT meetings to discuss teacher concerns regarding students. Notifies parents of scheduled meetings so they may be in attendance. Assists in planning interventions.

Meets with teachers on a regular basis to modify interventions. Assists teacher with record-keeping required for interventions. Oversees necessary documentation required by the district.

Exceptional Education Teachers: serve as resource in planning interventions.

School Psychologist: Participates in the collection of data and serves as a resource in planning intervention activities. Attends meeting with parents to share information about intervention process. Provides evaluation for selected students.

Speech Pathologist: Performs language screening on students who are being scheduled for EPT meetings. Serves as a resource for teachers when planning interventions that are language related.

Curriculum Resource Teacher: Supports 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 needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervention services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Title I, Targeted Assistance: Meadowbrook has two Title I teachers that instruct low-performing students in reading skills, reading comprehension, and reading strategies. The Title I Lead Teacher collaborates with teachers and selects students based off of assessment data and teacher and parent input.

Title I, Part D: Services are coordinated with district Drop-out Prevention programs.

Title III: Services are provided through the district for educational materials and ELL district support services to improve the education of English Language Learners.

Title X, Homeless: The school works with the district's Homeless Coordinator to provide resources (clothing, school supplies, social services referrals) for students identified as homeless under the MckInney-Vento Act to eliminate barriers for free and appropriate education.

Supplemental Academic Instruction (SAI): SAI funds will be coordinated with district funds to provide summer school for third grade students.

Violence Prevention Programs: The school fully supports the district initiative to eliminate bullying from

our school and plans to implement any activities from the district in relation to such. In addition, the school offers a non-violence and anti-drug program to students.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Brad Burklew	Principal
Katie Malo	Teacher
Dawn Moore	Teacher
Karen Milton	Business/Community
Joseph Lowry	Parent
Crystal Ladwig	Parent
Rebecca Henson	Education Support Employee
Tony Tomlinson	Business/Community

Duties

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

Evaluation of last year's school improvement plan

The SAC reviewed last year's school improvement plan. Discussions took place over the barriers related to science. This year, Meadowbrook has increased the science academic block to one hour. Gifted classes are now offered in both math and science for grades 1-5. Furthermore, the SAC was informed of Title 1 status and the services that will be provided to our targeted students. The SAC also reviewed FCAT data from kids who received after school tutoring, and voted to use funds again to continue tutoring.

Development of this school improvement plan

The School Advisory Council met and reviewed the School Improvement Plan Goals. The SAC discussed the goals and agreed that they were appropriate and attainable.

Preparation of the school's annual budget and plan

The leadership team met to review Meadowbrook's needs and challenges. The main focus was on technology needs. Although Meadowbrook is a new school, we still have ongoing technology needs such as: ink, brightlinks bulbs, and headphones. After reviewing FCAT data, the leadership team recognized how effective the third grade after school tutoring was last year. This year, part of the budget will be used to pay for after school tutoring for second grade.

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

- \$2500 - after school tutoring
- \$650 - headphones for computer labs
- \$350 - technology needs

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

Yes

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

Literacy Leadership Team (LLT)

Membership

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

Name	Title
Burklew, Brad	Principal

Duties

Describe how the LLT promotes literacy within the school

The major initiatives of the LLT this year will be to monitor the progress of students receiving additional support through RTI, as well as the implementation of reading strategies during the 90-minute language arts block that will increase student reading achievement. Teachers also incorporate reading strategies in all subject areas throughout the day.

Public and Collaborative Teaching

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

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

The principal and CRT established a school schedule that allowed grade level and subject area teachers to have common planning and lunch times. So, teachers have the time and opportunity to work together and collaborate.

Faculty and staff have many professional development opportunities that consist of improving instruction, safety, behavior, technology, and school environment.

FSA notebooks were created by the CRT and were given to all teachers. The FSA notebooks help teachers unpack the standards. Furthermore, grade levels meet with the CRT and principal and review the notebooks and standards together.

This year, Meadowbrook faculty and staff are having a book study for the book "Rigor is Not a Four Letter Word." The aim of the book study is to improve the instructional rigor for all students, including in areas like literacy stations and small group instruction.

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

Meadowbrook Elementary will use the following strategies to recruit and retain teachers:

- *District assigns mentor coaches to new teachers (Principal)
- *District job fair for non-renewed and new teachers(Principal)
- *Our Curriculum Resource Teacher, Behavior Resource Teacher, and/or principal provide demonstration lessons, research-based materials, and in-service workshop for staff members (Principal)
- *Provide professional development opportunities (Principal)

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

The district is providing mentor coaches that have a background as highly-performing teachers to all beginning teachers. The mentor teacher will present engagement and curriculum strategies: CRISS, Kagan, Marzano, strategies for behavior management, provide classroom support through visits, observations, and co-teaching.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

Meadowbrook faculty and staff use the district pacing guides to ensure core instructional programs and materials are aligned to Florida's standards. Pacing guides are used both in paper format and digital copies. Teachers, then, incorporate lessons and instruction with Florida's standards.

The faculty and staff use the curriculum that was adopted by the school district.

Professional development opportunities are ongoing and systematic. Professional development opportunities reflect trends and needs that are current. For instance, fourth and fifth grade teachers attended a writing workshop in August 2014 on developing students into better writers. The third grade teachers had a workshop in October 2014 on setting up anchor charts and designing engaging lessons.

Meadowbrook faculty and staff have a major goal for this school year to unpack the standards. This will be done by grade level teams meeting together with the principal and CRT, discussing how teachers and staff can have a deeper understanding of the Florida Assessment Standards and Test Item Specifications. Teachers will use Standards notebooks during this process and the FSA Portal and CPALMS websites.

Instructional Strategies

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

Meadowbrook faculty and staff will use data to differentiate instruction and meet the many diverse needs of the students. One example of how this will be done will be with the regular data chats that occur for teachers, teams, and school leadership member. For instance, the CRT will meet individually with teachers and discuss Discovery Ed, FAIR, and other assessment data. Additionally, teams will meet with the principal and CRT and have group data chats that review grade level, school, and district academic data trends. The leadership team will be going to team meetings and aligning instruction, standards, and data.

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: 3,000

Low-performing students will be selected by teachers, based off of assessment data, and be chosen to attend the after school tutoring program. Teachers will work with small groups of students on reteaching important literacy and mathematics skills.

Strategy Rationale

The after school program is based off of three important premises. First, the program serves the lowest-performing students who need remedial instruction in core academic areas. Second, the groups are very small, with only 4 to 8 students in each group, and so include more direct instruction. Finally, the teachers are often the same teachers that work with the students during the day, and so the lessons and instruction during after school reflects and extends the lessons that occurred during the day.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Burklew, Brad, burklewb@gm.sbac.edu

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

Teachers and school leaders will look at FAIR and Discovery Ed results, as well as student work and grades.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

In May, Meadowbrook invites incoming parents and students to the Kindergarten Roundup event. This event helps parents and students transition from the preschool setting to kindergarten. The afternoon session has several goals: provide parents with information about kindergarten and the school, enroll students, meet staff, and have parent questions and concerns addressed. Additionally, students get to meet teachers and complete age-appropriate activities.

All of our kindergartners partake in a staggered start for the beginning of the school year to assist with the transition to kindergarten. Parents choose one of the first three days during the first week of school to attend, and then all students begin on the Thursday of the first week. This enables the kindergarten teacher to initiate some assessment and for students to acclimate to the kindergarten environment in a smaller group.

Meadowbrook also supports fifth graders that are transitioning into middle schools. Fifth grade teachers work with parents and students and help establish a middle school plan for students so that they are prepared and successful after leaving Meadowbrook.

College and Career Readiness

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

Meadowbrook teachers work with the school district's volunteer coordinator and bring in groups, community members, experts, and businesses to complete lessons and activities for students. The guest speakers that will come to the school include University of Florida professors, biologists, historians, engineers, and aquatic experts.

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

Students receive rigorous instruction that includes important links to career and technical education programs. Specifically, the school is incorporating clubs that relate to visual and digital arts, chorus, and science and mathematics.

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

Teachers incorporate career and technical education into the curriculum. For instance, teachers relate learning lessons to specific academic courses and this helps boost student engagement and achievement.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

The High School Feedback Report from 2012 showed that the school district had 80% of students perform on grade level in mathematics and 56% of students perform on grade level in reading. The math scores were actually lower than the state averages, while the district reading scores were slightly better than the state's. Strategies, then for improving student readiness would focus both on mathematics and reading, which includes: rigorous instruction, tutoring, technology, data chats, and unpacking the standards.

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.** Students will improve their ability to write narrative and informational texts.
- G2.** The number of student scoring a Level 3 or higher on the FCAT 2.0 Science will increase by two percent.
- G3.** Student achievement in reading will improve by developing and improving small group instruction.

Strategic Goals Detail

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

G1. Students will improve their ability to write narrative and informational texts. 1a

G044406

Targets Supported 1b

Indicator	Annual Target
FAA Writing Proficiency	70.0

Resources Available to Support the Goal 2

- Principal, Curriculum Resource Teacher, Alignment of Instruction to Florida's Standards, Instructional Calendars, Writing Workshops

Targeted Barriers to Achieving the Goal 3

- Implementation of new curriculum and Florida's standards

Plan to Monitor Progress Toward G1. 8

Monitor student writing assessments

Person Responsible

Brad Burklew

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Student achievement results

G2. The number of student scoring a Level 3 or higher on the FCAT 2.0 Science will increase by two percent. **1a**

G044407

Targets Supported **1b**

Indicator	Annual Target
FCAT 2.0 Science Proficiency	78.0

Resources Available to Support the Goal **2**

- Increase the science block from 45 minutes to 1 hour in fifth grade. Technology labs. Media specialist and mobile iPad cart.

Targeted Barriers to Achieving the Goal **3**

- Differentiating instruction for the various levels of students

Plan to Monitor Progress Toward G2. **8**

Teachers will plan instruction geared towards improving student ability in text-based science skills.

Person Responsible

Brad Burklew

Schedule

Every 2 Months, from 8/18/2014 to 6/5/2015

Evidence of Completion

Increase of students at Proficiency level 3 or above on Science FCAT 2.0, lesson plans, observation

G3. Student achievement in reading will improve by developing and improving small group instruction. 1a

G044408

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	78.0

Resources Available to Support the Goal 2

- Principal, Curriculum Resource Teacher, Alignment of Instruction to Florida's Standards, Pacing Guides, Instructional Calendars, Grade Level Planning on literacy stations

Targeted Barriers to Achieving the Goal 3

- Lack of sufficient instructional time

Plan to Monitor Progress Toward G3. 8

Teachers will include research based practices in their lesson plans

Person Responsible

Brad Burklew

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Teachers will work with their team to plan lessons that include strategies such as CRISS, Marzano, Kagan, and Literacy Work Stations. Administration will monitor attendance of PD that was offered on these strategies and monitor the effectiveness.

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. Students will improve their ability to write narrative and informational texts. **1**

 G044406

G1.B1 Implementation of new curriculum and Florida's standards **2**

 B109125

G1.B1.S1 Ongoing review of data by administration, team leaders, and classroom teachers **4**

 S120640

Strategy Rationale

Progress monitoring by school leaders and teachers ensures that student needs are being met.

Action Step 1 **5**

Grade levels will have meetings on writing progress and collaborative grading practices.

Person Responsible

Schedule

Monthly, from 8/18/2014 to 7/3/2015

Evidence of Completion

Students' writing assessments and samples with teacher scoring and notes and lesson plans will serve as record

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

Monitor teacher planning and pacing through use of informal walkthroughs and formal observation

Person Responsible

Brad Burklew

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Principal and CRT informal and formal observations, writing assessments

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

Increase in Student Writing Scores

Person Responsible

Brad Burklew

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Increase of students proficient in writing

G2. The number of student scoring a Level 3 or higher on the FCAT 2.0 Science will increase by two percent.

1

G044407

G2.B1 Differentiating instruction for the various levels of students 2

B109128

G2.B1.S1 Teachers will have data chats both individually and as a group with the principal and CRT. 4

S141216

Strategy Rationale

The bimonthly meetings will ensure that teachers understand academic data trends and student needs.

Action Step 1 5

Teachers and school leaders will meet and discuss science assessment data.

Person Responsible

Brad Burklew

Schedule

Every 2 Months, from 8/18/2014 to 6/5/2015

Evidence of Completion

The principal and CRT will monitor meetings and progress.

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

The principal will monitor the meetings so that they are productive and expectations are high.

Person Responsible

Brad Burklew

Schedule

Every 2 Months, from 8/18/2014 to 6/5/2015

Evidence of Completion

The data chats will include assessment data and be disaggregated by students, groups, schools, and the school district.

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

The principal will closely monitor the discussions and plans that stem from the data chats.

Person Responsible

Brad Burklew

Schedule

Every 2 Months, from 8/18/2014 to 6/5/2015


Evidence of Completion

The principal will keep anecdotal records of the meetings and data results.


G3. Student achievement in reading will improve by developing and improving small group instruction. 1

 G044408

G3.B1 Lack of sufficient instructional time 2

 B109130

G3.B1.S1 Small group instruction for struggling readers 4

 S120642

Strategy Rationale

Small group instruction for the lowest-performing students is beneficial in that it gives students a chance to have differentiated instruction in a small group setting.

Action Step 1 5

The incorporation of research-based strategies to teach reading during small group instruction

Person Responsible

Brad Burklew

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Increase of student proficiency level on FSA compared to last year's FCAT 2.0

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

Classroom walkthroughs and snapshots will be taken throughout the school year. Teachers will submit lesson plans with evidence of strategies being used in small group instruction.

Person Responsible

Brad Burklew

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Principal and curriculum resource teacher will cite evidence from the walkthroughs. During the small group instruction time, lesson plans will show evidence of research based strategies such as CRISS, Marzano, Kagan, and Literacy Work Stations. Data will also be reviewed (FAIR, FSA, Benchmark Assessments).

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

Review Lesson plans

Person Responsible

Brad Burklew

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Administrators will see small group instruction when viewing lesson plans and also when doing walkthroughs. Administrator will have post conferences after walkthroughs to discuss the small group instruction that was observed. When conducting walkthroughs, administrator will cite the evidence of research-based strategies that are being used.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Grade levels will have meetings on writing progress and collaborative grading practices.		8/18/2014	Students' writing assessments and samples with teacher scoring and notes and lesson plans will serve as record	7/3/2015 monthly
G3.B1.S1.A1	The incorporation of research-based strategies to teach reading during small group instruction	Burklew, Brad	8/18/2014	Increase of student proficiency level on FSA compared to last year's FCAT 2.0	6/5/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.A1	Teachers and school leaders will meet and discuss science assessment data.	Burklew, Brad	8/18/2014	The principal and CRT will monitor meetings and progress.	6/5/2015 every-2-months
G1.MA1	Monitor student writing assessments	Burklew, Brad	8/18/2014	Student achievement results	6/5/2015 quarterly
G1.B1.S1.MA1	Increase in Student Writing Scores	Burklew, Brad	8/18/2014	Increase of students proficient in writing	6/5/2015 quarterly
G1.B1.S1.MA1	Monitor teacher planning and pacing through use of informal walkthroughs and formal observation	Burklew, Brad	8/18/2014	Principal and CRT informal and formal observations, writing assessments	6/5/2015 quarterly
G2.MA1	Teachers will plan instruction geared towards improving student ability in text-based science skills.	Burklew, Brad	8/18/2014	Increase of students at Proficiency level 3 or above on Science FCAT 2.0, lesson plans, observation	6/5/2015 every-2-months
G2.B1.S1.MA1	The principal will closely monitor the discussions and plans that stem from the data chats.	Burklew, Brad	8/18/2014	The principal will keep anecdotal records of the meetings and data results.	6/5/2015 every-2-months
G2.B1.S1.MA1	The principal will monitor the meetings so that they are productive and expectations are high.	Burklew, Brad	8/18/2014	The data chats will include assessment data and be disaggregated by students, groups, schools, and the school district.	6/5/2015 every-2-months
G3.MA1	Teachers will include research based practices in their lesson plans	Burklew, Brad	8/18/2014	Teachers will work with their team to plan lessons that include strategies such as CRISS, Marzano, Kagan, and Literacy Work Stations. Administration will monitor attendance of PD that was offered on these strategies and monitor the effectiveness.	6/5/2015 quarterly
G3.B1.S1.MA1	Review Lesson plans	Burklew, Brad	8/18/2014	Administrators will see small group instruction when viewing lesson plans and also when doing walkthroughs. Administrator will have post conferences after walkthroughs to discuss the small group instruction that was observed. When conducting walkthroughs, administrator will cite the evidence of research-based strategies that are being used.	6/5/2015 quarterly
G3.B1.S1.MA1	Classroom walkthroughs and snapshots will be taken throughout the school year. Teachers will submit lesson plans with evidence of strategies being used in small group instruction.	Burklew, Brad	8/18/2014	Principal and curriculum resource teacher will cite evidence from the walkthroughs. During the small group instruction time, lesson plans will show evidence of research based strategies such as CRISS, Marzano, Kagan, and Literacy Work Stations. Data will also be reviewed (FAIR, FSA, Benchmark Assessments).	6/5/2015 quarterly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Students will improve their ability to write narrative and informational texts.

G1.B1 Implementation of new curriculum and Florida's standards

G1.B1.S1 Ongoing review of data by administration, team leaders, and classroom teachers

PD Opportunity 1

Grade levels will have meetings on writing progress and collaborative grading practices.

Facilitator

Team Leaders

Participants

Teachers

Schedule

Monthly, from 8/18/2014 to 7/3/2015

G3. Student achievement in reading will improve by developing and improving small group instruction.

G3.B1 Lack of sufficient instructional time

G3.B1.S1 Small group instruction for struggling readers

PD Opportunity 1

The incorporation of research-based strategies to teach reading during small group instruction

Facilitator

School Leadership Team, Team Leaders

Participants

Teachers

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Technical Assistance Items

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

Budget Rollup

Summary	
Description	Total
Grand Total	0