

James A. Long Elementary School



2014-15 School Improvement Plan

James A. Long Elementary School

1400 OLD JACKSONVILLE RD, Palatka, FL 32177

long.putnamschools.org

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
77%

Alternative/ESE Center
No

Charter School
No

Minority
43%

School Grades History

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

School Board Approval

This plan was approved by the Putnam County School Board on 2/17/2015.

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

We will inspire every student to think, to learn, to achieve, to care and to become a successful and responsible citizen.

Provide the school's vision statement

James A. Long will provide all students with a safe and nurturing learning environment. Through fidelity to a rigorous core curriculum we will support and encourage the diverse learning styles of all students.

School Environment

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

James A. Long holds family nights that support communication between parents, students and teachers. Teachers are also required to communicate with parents through Skyward Student System as well as maintaining written or verbal contact with parents. There is also an intervention block built into the daily schedule. This allows teachers to meet with students each week, one on one, to build relationships and to discuss student progress. Teachers and staff members also take a personal interest in many of their students and families. They often support students by attending their extra curricular activities such as dance recitals and baseball games. They also reach out to students in the event of a tragedy. The school contacts the family in need and provides food, flowers or home visits.

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

James A. Long encourages students to help create a positive environment at their school. An assembly is held at the beginning of each year and school rules are reviewed and students are encouraged to support the rules of the school. Students are greeted each morning by an administrator on the front sidewalk. There are staff members on duty throughout the campus to promote student safety and to encourage positive behavior. We have a positive behavior system in place at the classroom level as well as the school level. This system is in place throughout the day. After school, students are escorted by their teacher or another staff member to the appropriate area for dismissal. They are monitored and escorted to their appropriate transportation area and personally taken to the bus, car or daycare van in which they belong.

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

James A. Long has a positive behavior system in place so that students are encouraged to exhibit expected behaviors. There is a school wide discipline process that is to be followed by all staff members. The for minor discipline infractions, behavior intervention forms are filled out and steps are taken to correct the behavior. Parent contact must be made before the third behavior intervention form is written. The guidance counselor or a member of the lead team then conferences with the

student. If the behavior is still a problem, a referral is written and the code of conduct procedures and guidelines are followed by an administrator.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The school guidance counselor or lead team member will conference with students that are exhibiting social-emotional needs that are easily dealt with at the school level. However, if a student requires guidance or support interventions beyond the school's capabilities, an outside agency is contacted such as DCF or a resource officer is contacted. There are also agencies such as Helping Hands that will come into the school and provide counseling services for students in need. There are also class council sessions held in the majority of classrooms where students can safely discuss feelings and needs. These can also be submitted anonymously through a class council box and the issues will be addressed each week.

Early Warning Systems

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

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

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

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

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/63580>.

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

We have established partnerships with many community service and business organizations in our county. These organizations include Kiwanis, Chili's, Seminole Electric Cooperative, Palatka City Commission, Georgia Pacific, Palatka Probation Office and many others. The Kiwanis Club sponsors a quarterly Terrific Kid ceremony. Two students from each class are recognized and honored. Parents attend this anticipated event and it is played on the local television station. Chili's and other restaurants in town provide certificates that are distributed in report cards, awards ceremonies and other recognition times. Seminole Electric Cooperative supports our art program through monetary donations. Supplies and other student learning needs are purchased with these funds. Palatka City Commission sponsors a monthly student of the month. A fifth grade student is selected to represent James A. Long. An administrator is present and the student receives a certificate from the mayor. Georgia Pacific offers several mini-grants throughout the year for teacher to apply for. They also provide a Christmas Town that is attended by 2 needy families. There are also local educational sororities that motivate and support teachers throughout the year. They also provide grant opportunities.

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
McDaniel, SaraJean	Principal
Adams, Paula	Assistant Principal
Mikell, Michelle	Teacher, K-12
Meetze, Brandy	Instructional Coach
register, jane	Guidance Counselor

Duties

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

Our MTSS leadership team consists of the administrators and the other lead team members listed above. The MTSS coordinator, Michelle Mikell, schedules, plans and coordinated MTSS meetings. The administrators, classroom teacher, curriculum coach and school psychologist attend the meetings and offer academic, psychological and behavior support for each student. The MTSS coordinator monitors the creation of the progress monitoring plans and together with the guidance counselor and other lead team members offer Tier 1, 2, and 3 support to ensure all students are receiving appropriate interventions.

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 James A. Long SBLT consists of the MTSS Coordinator, Guidance Counselor, CRT, Principal or AP. The meetings include the school based team with a teacher leader. All teachers were clearly trained in the MTSS process by the county MTSS coordinator. Appropriate forms and data are collected at the classroom level and brought to the attention of the MTSS team when support is needed. The team meets to discuss individual needs of students and to suggest strategies to assist individual students.

Title I Part A programs are coordinated through the District Instructional Team (IT) and includes the Directors of Elementary, Secondary, Exceptional Student Education and Federal Programs. This team meets monthly and establishes and monitors program evaluation for all schools to insure the entitlement programs' resources are available and fully implemented at each school site and that all funds are used as effectively and efficiently as possible. Communication throughout the year is ongoing with the building level administrators regarding progress toward these goals and objectives as stated in the grants. Coordination of these services is done in the following ways: (1) Principal meetings are scheduled monthly; (2) Periodic and scheduled validity assessments are completed during the year by the IT; (3) Email dissemination regarding technical assistance papers and guidance are made available to the school sites; (4) Training meetings are held targeting goals and objectives set by each participating school; (5) Quarterly review of periodic assessment data will be completed with the results reported to each participating school for review and needed revisions in objectives or instructional strategies are addressed. In addition to the services provided by Title I, part A, the district uses Part C funds to Improve Academic Achievement of the schools' migratory children. Title I Part C initiative are coordinated by the district IT. The district uses Title I Part D funds to maintain collaborative and partner-like relationships with Azalea Health Care and Stewart Marchman to serve Homeless and Neglected and Delinquent students by providing health services. The district also partners with the Department of Juvenile Justice and Putnam County Sherriff's Department to target delinquent students and provide mentoring and counseling services that foster relationships and provide supplemental support services. Funds are also utilized to provide services at the district's Solutions Center (alternative center). Title II funds are used to prepare, train and recruit high quality teachers and principals. Part A includes principal training and recruiting fund and Part D includes enhancing education through technology. Initiatives to improve the quality of instruction are directed by Local Educational Agencies. These programs are directed through the district IT. Title III coordinates language instruction for LEP and immigrant education initiatives. The IT team monthly and establishes and monitors program evaluation for all schools to ensure that services are aligned to specific school needs and efficiently funded without duplication. The McKinney-Vento Homeless Education Assistance Improvement Act provides additional services to our students classified as homeless. Title IV 21st Century Schools includes Part A, Safe and Drug-free Schools and Communities. Title VI Flexibility and Accountability includes Part B, Rural Education Initiative. These Title Programs are administered by the Assistant Superintendent of Curriculum and Instruction. Finally, all students who participate in the 21st Century afterschool program are provided with a healthy snack, each school has a school wellness director and wellness information is regularly sent home on student menus and newsletters.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Sarajeon McDaniel	Principal
Charlene Semiday	Parent
Carlos Semiday	Parent
Trevlyn Sheffield	Parent
Brenda Atkins	Business/Community
Katie Sheffield	Teacher
Michelle Mikell	Education Support Employee
Shane Parrish	Student
	Student

Duties

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

Evaluation of last year's school improvement plan

The SAC committee met prior to the submission of the plan to discuss and approve content of the plan. There was also discussion of goals and funding. The members voted to approve the plan, as written, for submission.

Development of this school improvement plan

The school members and SAC members meet to review previous year data and create a plan for school improvement. We then share the school improvement plan at a SAC meeting for final review, input and approval.

Preparation of the school's annual budget and plan

There are limited School Improvement funds available. However, they are voted for by the SAC committee. Also, the general budget and Title 1 funds are used to provide necessary funds for school improvement purposes.

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

There are limited funds left over from previous years. This money will be spent on FCAT Awards, FCAT incentives, academic resources and school wide initiatives.

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
Adams, Paula	Assistant Principal
McDaniel, SaraJean	Principal
Meetze, Brandy	Instructional Coach
Mikell, Michelle	Teacher, K-12
register, jane	Guidance Counselor

Duties

Describe how the LLT promotes literacy within the school

The first literacy priority is to support differentiation in the classroom along with establishing a proven reading structure. Initiatives will include: Reading and writing in all content areas, Close Reading, text marking, and utilizing data collected through formative assessments and Performance Matters to differentiate instruction to meet the specific needs of students. A strong focus will be on small group differentiated instruction.

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

Each grade level has common planning time for 45 minutes each day. The classes are covered by other staff members and students are involved in special area activities. Teachers receive uninterrupted contracted planning time each week and they are also involved in math and reading PLC meetings each week. There is a grade level lead teacher meeting once per month where school calendar, goals and plans are discussed and they are expected to share the information with their team.

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

The county sends Human Resource personnel to educational job fairs they in turn report to the schools those candidates in which they feel are qualified for instructional positions within Putnam County School District.

We also work closely with 2 local colleges to recruit certified teachers. We welcome interns and pre-interns at James A. Long. This allows us to "preview" potential teaching candidates in action.

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

There is a beginning teacher program in place in Putnam County. Each first year teacher is paired with a mentor and they complete a beginning year packet that includes important information useful for new teachers. There is also a new teacher training that is held at the district level at the beginning of each school year.

Our CRT works closely with beginning teachers to model for them and coach them as they learn new curriculum and manage a first year classroom.

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

Teachers from each grade level were involved in the adoption of the new reading curriculum and mathematics framework. They worked with many options side by side with the Florida Standards to make sure they were aligned as closely as possible. Teachers use the core materials as a reference and use the Florida Standards as their starting point. They are learning to rely on backwards planning where they begin with the standard and their intended student expectation outcome and plan from there. Teachers were involved in extensive training last summer that focused on Journeys (the adopted reading curriculum) and Engage New York/ Singapore Math training. Teachers have also been given time to learn the standards by through planning days that were supported by the county literacy team as well as the school based literacy team.

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

Students are involved in many assessments to include progress monitoring assessments. Through weekly progress monitoring, students are identified for their strengths and weaknesses in different academic areas. They are then grouped according to their needs or strengths. The teacher works with each group on a regular basis. Support personnel are also placed in each room to assist with small group instruction. Students also participate in the iReady Learning System, a web based learning tool that tracks student progress and provides data and support for individual students.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 8,100

By extending the school day, teachers are able to collaborate through common planning. Students also receive more small group differentiated instructional time.

Strategy Rationale

Common grade level planning does not effectively happen before or after school because of the different schedules of the teachers involved. The school day was extended for the students and teacher planning was placed in the middle of the day to cut down on missed planning time by teachers.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

McDaniel, SaraJean, smcdaniel@putnamschools.org

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

The leadership team will attend weekly planning meetings. Plans are also submitted for review by each teacher. The level of planning is evident in walkthroughs and is documented through Marzano evaluation system.

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

We hold the Keys to Kindergarten Success Workshop each year for pre-kindergarten parents. The school sends home the kindergarten first nine week expectations at this time with all parents so that they may start instruction at home over the summer. This also helps parents understand the intensity of the kindergarten curriculum. We use the end of the year VPK assessment to create balanced classrooms in kindergarten.

We also hold open enrollment throughout the summer. We also work with the 6th Grade Center to transition students from 5th grade to 6th grade. Teachers from this school visit James A. Long one day during the last nine weeks. We also help promote transitional activities planned by the 6th Grade Center.

College and Career Readiness

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

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

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

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

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** James A. Long will implement the district's Multi Tier System of Supports (MTSS) framework which will align programs and resources to meet the academic and behavioral needs of all students.
- G2.** Teachers will improve planning and instruction in core subjects to increase student achievement.
- G3.** If we build the level of teacher efficacy then student achievement will increase in all areas. This will include teacher effectiveness, productiveness, ability to produce a desired/intended result, take responsibility for student learning and increased confidence.

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. James A. Long will implement the district's Multi Tier System of Supports (MTSS) framework which will align programs and resources to meet the academic and behavioral needs of all students. 1a

G056690

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	30.0
FSA - Mathematics - Proficiency Rate	50.0

Resources Available to Support the Goal 2

- County MTSS coordinator
- MTSS framework
- School based MTSS coordinator
- MTSS guide and online documents

Targeted Barriers to Achieving the Goal 3

- confusion about paperwork and proper procedures

Plan to Monitor Progress Toward G1. 8

BIP Data will be monitored on a monthly basis. Also, teacher monitoring data will be monitored in weekly MTSS meetings.

Person Responsible

Michelle Mikell

Schedule

Weekly, from 8/20/2014 to 6/30/2015

Evidence of Completion

Trend data will show that students are either making progress through interventions or they will progress through the stages of MTSS.

G2. Teachers will improve planning and instruction in core subjects to increase student achievement. 1a

G056691

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	30.0
FSA - Mathematics - Proficiency Rate	50.0

Resources Available to Support the Goal 2

- Marzano framework
- Professional Development
- District focus and supported by district
- Additional planning days
- School level support
- District level area support (math and reading)
- i ready data
- MFAS data

Targeted Barriers to Achieving the Goal 3

- Transition to Florida Standards

Plan to Monitor Progress Toward G2. 8

Lesson plans, Marzano teacher effectiveness data and iReady student data will be monitored to determine if goal is being met.

Person Responsible

Brandy Meetze

Schedule

Weekly, from 8/20/2014 to 6/30/2015

Evidence of Completion

An increase in teacher effectiveness, especially in element 1 and 2, will be monitored. Student data in iReady will be monitored

G3. If we build the level of teacher efficacy then student achievement will increase in all areas. This will include teacher effectiveness, productiveness, ability to produce a desired/intended result, take responsibility for student learning and increased confidence. 1a

G056692

Targets Supported 1b

Indicator	Annual Target
Effective+ Teachers (Performance Rating)	90.0

Resources Available to Support the Goal 2

- Passionate staff members throughout the school
- Technology and people available for support
- PLC Time
- Scheduled planning time
- Increased student learning time
- PTO Support
- New curriculum
- MFAS
- CRT
- Supportive administration
- Money available
- DA Support
- District Support
- Other Schools

Targeted Barriers to Achieving the Goal 3

- Lack of passion for teaching all students

Plan to Monitor Progress Toward G3. 8

Progress Monitoring Data

Person Responsible

Brandy Meetze

Schedule

Quarterly, from 9/1/2014 to 5/31/2015

Evidence of Completion

Data Reports

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. James A. Long will implement the district's Multi Tier System of Supports (MTSS) framework which will align programs and resources to meet the academic and behavioral needs of all students. **1**

 G056690

G1.B1 confusion about paperwork and proper procedures **2**

 B143400

G1.B1.S1 Provide training to all staff for implementing the MTSS process with fidelity **4**

 S155464

Strategy Rationale

The current behavior and academic components of MTSS are not being implemented correctly

Action Step 1 **5**

Staff development on the MTSS process

Person Responsible

Michelle Mikell

Schedule

Evidence of Completion

Roster of attendance

Action Step 2 5

Ongoing support will be provided to all instructional staff as concerns arise for individual student needs

Person Responsible

Michelle Mikell

Schedule

Daily, from 8/20/2014 to 6/30/2015

Evidence of Completion

MTSS data through BIP star

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

The number of students that are referred to go through the MTSS process should mirror behavioral and academic data for our school

Person Responsible

Paula Adams

Schedule

Weekly, from 8/20/2014 to 6/30/2015

Evidence of Completion

appropriate paperwork will be completed in BIP star and SBT meetings will be fully attended with evidence of progress monitoring data.

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

Person Responsible

Schedule

Evidence of Completion

G2. Teachers will improve planning and instruction in core subjects to increase student achievement. 1

G056691

G2.B2 Transition to Florida Standards 2

B143402

G2.B2.S2 A framework will be developed and supported by the school level and county level administration. This framework will be monitored throughout the year. A school level representative will be trained. There will also be four trained individuals from the county that will provide support. 4

S155466

Strategy Rationale

A clearly defined framework must be in place so that all teachers understand the expectations and can be held accountable for them.

Action Step 1 5

Principal will attend training on effective school leadership with Learning Focused, the district leadership team will meet with APs and Principal to gather input on the framework the district and schools will support and monitor for 14-15 and beyond.

Person Responsible

SaraJean McDaniel

Schedule

Monthly, from 10/8/2014 to 6/30/2015

Evidence of Completion

PD logs, agendas, Focus/Framework, monitoring logs

Action Step 2 5

The plan will be communicated to all instructional staff and monitored for fidelity. A timeline will be created for monitoring of the framework.

Person Responsible

SaraJean McDaniel

Schedule

Weekly, from 8/20/2014 to 6/30/2015

Evidence of Completion

agendas, monitoring documents, framework, District Strategic Plan

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

An increase in teachers instruction using the appropriate standards and most effective strategies for student achievement.

Person Responsible

Schedule

Daily, from 8/20/2014 to 6/30/2015

Evidence of Completion

An increase in teacher effectiveness ratings and student achievement data

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

Teacher participation and input in PLC's will be monitored. Expectations of goals and standards will be added to all growth plans for all instructional staff so that their instructional outcomes and expectations are clear to all who are exposed to the instruction.

Person Responsible

SaraJean McDaniel

Schedule

Daily, from 8/20/2014 to 6/30/2015

Evidence of Completion

Evidence of goals and scales and continuos monitoring of this expectation through Marzano Framework.

G3. If we build the level of teacher efficacy then student achievement will increase in all areas. This will include teacher effectiveness, productiveness, ability to produce a desired/intended result, take responsibility for student learning and increased confidence. 1

G056692

G3.B11 Lack of passion for teaching all students 2

B143413

G3.B11.S1 Promote Teachers as Leaders 4

S155467

Strategy Rationale

Create models within the school to encourage and represent passion at different levels.

Action Step 1 5

Develop a plan to create a calendar

Person Responsible

Brandy Meetze

Schedule

On 8/27/2014

Evidence of Completion

Completed Calendar

Action Step 2 5

Initial meeting

Person Responsible

SaraJean McDaniel

Schedule

On 6/16/2014

Evidence of Completion

Completed plans that includes expectations and purpose

Action Step 3 5

Plan an experience walk activity

Person Responsible

SaraJean McDaniel

Schedule

On 8/13/2014

Evidence of Completion

Charting of follow up/reflective questions by small groups

Plan to Monitor Fidelity of Implementation of G3.B11.S1 6

Check for development and follow through of plan

Person Responsible

Brandy Meetze

Schedule

Quarterly, from 6/16/2014 to 5/31/2015

Evidence of Completion

HArd copies of initial plan and calendar will be created to share with staff

Plan to Monitor Fidelity of Implementation of G3.B11.S1 6

Make sure kick off of book study is on track

Person Responsible

Michelle Mikell

Schedule

Evidence of Completion

email and face to face contact

Plan to Monitor Effectiveness of Implementation of G3.B11.S1 7

Pre and post attitude survey

Person Responsible

Paula Adams

Schedule

On 5/31/2015

Evidence of Completion

Results from school attitude survey

Plan to Monitor Effectiveness of Implementation of G3.B11.S1 7

iObservation domains specific to collaboration and planning

Person Responsible

Schedule

On 4/15/2015

Evidence of Completion

observation results

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	Staff development on the MTSS process	Mikell, Michelle	9/1/2014	Roster of attendance	one-time
G2.B2.S2.A1	Principal will attend training on effective school leadership with Learning Focused, the district leadership team will meet with APs and Principal to gather input on the framework the district and schools will support and monitor for 14-15 and beyond.	McDaniel, SaraJean	10/8/2014	PD logs, agendas, Focus/Framework, monitoring logs	6/30/2015 monthly
G3.B11.S1.A1	Develop a plan to create a calendar	Meetze, Brandy	6/23/2014	COmpleted Calendar	8/27/2014 one-time
G1.B1.S1.A2	Ongoing support will be provided to all instructional staff as concerns arise for individual student needs	Mikell, Michelle	8/20/2014	MTSS data through BIP star	6/30/2015 daily
G2.B2.S2.A2	The plan will be communicated to all instructional staff and monitored for fidelity. A timeline will be created for monitoring of the framework.	McDaniel, SaraJean	8/20/2014	agendas, monitoring documents, framework, District Strategic Plan	6/30/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B11.S1.A2	Initial meeting	McDaniel, SaraJean	6/16/2014	Completed plans that includes expectations and purpose	6/16/2014 one-time
G3.B11.S1.A3	Plan an experience walk activity	McDaniel, SaraJean	8/13/2014	Charting of follow up/reflective questions by small groups	8/13/2014 one-time
G1.MA1	BIP Data will be monitored on a monthly basis. Also, teacher monitoring data will be monitored in weekly MTSS meetings.	Mikell, Michelle	8/20/2014	Trend data will show that students are either making progress through interventions or they will progress through the stages of MTSS.	6/30/2015 weekly
G1.B1.S1.MA1	[no content entered]			one-time	
G1.B1.S1.MA1	The number of students that are referred to go through the MTSS process should mirror behavioral and academic data for our school	Adams, Paula	8/20/2014	appropriate paperwork will be completed in BIP star and SBT meetings will be fully attended with evidence of progress monitoring data.	6/30/2015 weekly
G2.MA1	Lesson plans, Marzano teacher effectiveness data and iReady student data will be monitored to determine if goal is being met.	Meetze, Brandy	8/20/2014	An increase in teacher effectiveness, especially in element 1 and 2, will be monitored. Student data in iReady will be monitored	6/30/2015 weekly
G2.B2.S2.MA1	Teacher participation and input in PLC's will be monitored. Expectations of goals and standards will be added to all growth plans for all instructional staff so that their instructional outcomes and expectations are clear to all who are exposed to the instruction.	McDaniel, SaraJean	8/20/2014	Evidence of goals and scales and continuous monitoring of this expectation through Marzano Framework.	6/30/2015 daily
G2.B2.S2.MA1	An increase in teachers instruction using the appropriate standards and most effective strategies for student achievement.		8/20/2014	An increase in teacher effectiveness ratings and student achievement data	6/30/2015 daily
G3.MA1	Progress Monitoring Data	Meetze, Brandy	9/1/2014	Data Reports	5/31/2015 quarterly
G3.B11.S1.MA1	Pre and post attitude survey	Adams, Paula	10/1/2014	Results from school attitude survey	5/31/2015 one-time
G3.B11.S1.MA4	iObservation domains specific to collaboration and planning		8/26/2014	observation results	4/15/2015 one-time
G3.B11.S1.MA1	Check for development and follow through of plan	Meetze, Brandy	6/16/2014	HArd copies of initial plan and calendar will be created to share with staff	5/31/2015 quarterly
G3.B11.S1.MA2	Make sure kick off of book study is on track	Mikell, Michelle	8/20/2014	email and face to face contact	one-time

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. James A. Long will implement the district's Multi Tier System of Supports (MTSS) framework which will align programs and resources to meet the academic and behavioral needs of all students.

G1.B1 confusion about paperwork and proper procedures

G1.B1.S1 Provide training to all staff for implementing the MTSS process with fidelity

PD Opportunity 1

Staff development on the MTSS process

Facilitator

Anne Matthews, Michelle Mikell

Participants

Instructional staff

Schedule

G2. Teachers will improve planning and instruction in core subjects to increase student achievement.

G2.B2 Transition to Florida Standards

G2.B2.S2 A framework will be developed and supported by the school level and county level administration. This framework will be monitored throughout the year. A school level representative will be trained. There will also be four trained individuals from the county that will provide support.

PD Opportunity 1

Principal will attend training on effective school leadership with Learning Focused, the district leadership team will meet with APs and Principal to gather input on the framework the district and schools will support and monitor for 14-15 and beyond.

Facilitator

Learning Focus

Participants

Principals and County Leadership Team

Schedule

Monthly, from 10/8/2014 to 6/30/2015

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