Venice Elementary School

2016-17 School Improvement Plan

Venice Elementary School

150 MIAMI AVE E, Venice, FL 34285

www.sarasotacountyschools.net/veniceelementary

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (As Reported on Survey 3)
Elementary School KG-5	No	41%

Primary Service Type (per MSID File)	**Charter School**	**2015-16 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	17%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	A	A*	A	A

*Informational Baseline School Grade

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

School Board Approval

This plan is pending approval by the Sarasota 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.

Table of Contents

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
- 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)

2016-17 DA Category and Statuses

DA Category	Region	RED
Not In DA	Southwest	Jim Browder

Former F	Turnaround Status
No	None

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

While performing individually and in cooperative groups, students will develop and refine life-long learning skills utilizing a variety of instructional and technological systems. This will be accomplished by an exceptionally well-qualified staff actively collaborating with motivated students, involved families, and the community in a safe, supportive environment. Every child... every day... whatever it takes.

b. Provide the school's vision statement

Venice Elementary cares to be a caring and compassionate school in which all staff are given professional respect, participatory management, and a wealth of teaching resources. In such an environment, Venice Elementary will produce students who possess knowledge and can utilize that knowledge interacting with others. We believe in the ability of all students, and envision no achievement gap between any disaggregated segments of our population, We desire to provide an environment for our students in which they may effectively communicate their thoughts and ideas to others and learn from one another. Venice Elementary desires to prepare our students to be healthy individuals academically, artistically, physically, and emotionally so that they may be successful participants in our society.

2. School Environment

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

Venice Elementary Students learn about the cultures of other students through lessons and activities during Spanish Class. Because the lessons on the Hispanic culture are so highly engaging, students build a strong bond with the Spanish teacher. Teachers in all classrooms teach about other cultures and allow students from differing heritages to share cultural information with classmates during appropriate literature and social studies lessons.

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

We are very targeted in the assignment of staff members to campus locations both before and after school to assist students with any situation that may arise. VES Is a Community of Caring school and the values of respect, responsibility, caring, trust, and family are taught weekly, by the school guidance counselor, on the VES live news show broadcast to every classroom. Students are constantly rewarded for making respectful choice before, during, and after school hours while on campus.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

VES is a Positive Behavior Program school and students are rewarded throughout the school day, in all campus locations for making choices that are respectful, responsible, peaceful, and show achievement. Students receive Indian bucks as payment for good choices throughout the day.

Students spend their Indian Bucks in the school spirit store. Staff are trained on the effective implementation of the PBS program through Team meetings that include the Guidance Counselor, Assistant Principal, and Principal. The VES Guidance Counselor also conducts weekly Restorative Strategy Circles in classrooms as a way to facilitate a safe respectful environment for all. Teachers then use Restorative Strategies daily, weekly, or as needed to maintain a positive classroom community.

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

The social-emotional needs of all students are met thought scheduled classroom lessons with the Guidance Counselor. The Guidance Counselor also meets individually with students for targeted counseling lessons and for mediation with other students. In addition, the counselor meets with families in crisis and assists in obtaining the assistance of outside providers for counseling when necessary. The School-wide support team also collaborates weekly to problem solve and reach out for services needed for struggling students and their families. A school social worker and school psychologist are on campus to service our students and families two times a week. The school social worker is also available to assist on a school referral basis.

3. 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).

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

Attendance meetings are held monthly with the school-wide support team, district truancy officer, and school attendance clerk. These meetings are used to identify students with excessive absences and follow district guidelines to provide documentation and intervention as needed. The SWST uses a tiered level system of support (3 levels) and interventions for the identified students. Response to intervention is reviewed monthly. If the initial level is not successful, the next level is put in place. A newly identified PBS team was put in place to reward students with attendance.

Students that are identified with a consistent pattern of more than two out of school suspensions are brought to the SWST team for possible FBA development. District support also comes in to provide behavior support, interventions, observations, and implementation of behavioral interventions. Parents are part of the process and provided consistent on-going communication.

Students are identified early with mid-term progress reports. Teachers meet to progress monitor and meet with the student and their parent(s) to identify the problem and a solution. If the student continues to have a failing grade at the 9 week marking period, they are brought to the SWST team for possible Tier 111 interventions. The guidance counselor or school social worker may be referred for emotional support. Students that receive a Level 1 in ELA or Math, or both, are identified and progressed monitored on a monthly basis. Remediation strategies are provided. iReady diagnostics are used to identify specific academic deficits. Ready toolbox is used to provide explicit instruction in small group or one to one daily. iReady has a growth monitor tool embedded in the program for progress monitor usage as well. In the 3rd quarter, students identified in the bottom quartile or limited academic growth, are invited to attend extra morning iReady lab 5 times/week.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	5	2	1	2	0	1	0	0	0	0	0	0	0	11
One or more suspensions	0	0	1	0	1	0	0	0	0	0	0	0	0	2
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	2	11	22	0	0	0	0	0	0	0	35

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

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

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

Conferences are held at CARE Team meetings with parents to discuss attendance and behavior and its impact on academics. The Guidance Counselor regularly meets with students and families to provide a safe and confidential avenue for the discussion of issues impacting attendance. Students identified as struggling academically are monitored and assisted through the MTSS/RtI process. Teachers are supported in the design of effective interventions and given additional assistance from the SWST Team. Students are also provided the opportunity to participate in the i-Ready Program in both Reading and Math at home and in third quarter as invited in the before school lab program every day.

B. Family and Community Engagement

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).

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

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

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. Description

Venice Elementary sets a target of participation by 95% of our parents in a school year. This participation includes attendance at one of our two Open House events, attendance at PTO sponsored events throughout the year, and attendance at parent conferences. All parents have been provided detailed directions to access the Parent Portal and VES staff work with parents at school to register families on the Parent Portal. We anticipate all of our families will access the Parent Portal to gain access to their child's report card on-line.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Venice Elementary sends out letters to every family asking for family partnerships and sponsorships through community businesses. There is a staff member and PTO member trained as Business Partner Coordinators and they work closely with the businesses in our community in the support of our school and student academic and behavioral achievement. We also include Community Business members as a part of the SAC membership. A local church is also committed to providing school supplies, clothes, shoes, and family support as needed.

C. 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).

1. School Leadership Team

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

Name	Title
Del Castillo, Erin	Principal
Christie, Lori	Guidance Counselor
Clem, Stephanie	Teacher, K-12
Hicks, Amanda	Teacher, K-12
DiPillo, Karen	Teacher, K-12
Reynolds, Sarah	Teacher, K-12
Williams, Kim	Teacher, K-12
Foster, Stephanie	Teacher, K-12
Deeds, Melodie	Administrative Support

b. Duties

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

Team Leaders facilitate all PLC meetings. Team Leaders review and collect all completed forms, graphs, and data. Team Leaders review data contained in the SIP with their respective teams. Leadership team members who serve on the MTSS committee review graphs, assist in the development of interventions, and at the conclusion of Tier III, review the response to intervention, use data to support recommendations for conclusion or further evaluations needed to examine instructional/emotional supports for the student.

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

Guidance Counselor acts as the Coordinator of VES 504s and the MTSS/RtI Process. GC meets with teachers to discuss students struggling academically or behaviorally/emotionally. GC provides training for MTSS process to all Team Leaders and grade level team members.Team Leaders act as coordinators for the teachers on their team throughout the MTSS process. All necessary paperwork for teachers is on staff website. The individual classroom teacher, reviews and collects all completed forms, graphs, and data. GC schedules all school-based MTSS Team meetings. The MTSS Team meets once a week to discuss students, and interventions on all tiers.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Erin del Castillo	Principal
Heatherly Faulkner	Business/Community
Jill Flores	Teacher
Mollee McFarlane	Education Support Employee
Christine Pitts	Parent
Shirley Boone	Teacher
Bethany Burnett	Teacher
Melodie Deeds	Teacher
Denise Harris	Teacher
Caitlyn Joyner	Business/Community
Amy Lowery	Parent
Missy Mulvihill	Parent
Bobby Nowlan	Business/Community
Shellie Sayles	Parent
Wendy Smith	Teacher
Shannon Wright	Parent
Jill Flores	Teacher
Megan George	Parent
Denise Harris	Teacher
Dona Nyren	Teacher
Jackie Ramsay	Education Support Employee
Chandra Reilly	Parent
Christina Southwick	Parent
Jeff Callan	Teacher
Cameron Hamley	Student
Evan Perez	Student

b. Duties

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

a. Evaluation of last year's school improvement plan

SAC meetings are held monthly. Test results and data from the previous year are shared. The growth attained or not attained is discussed in terms of targets set in the previous year's SIP. Reasons for gains above the targeted growth, and possible reasons for a lack of growth are discussed and analyzed asking for input from all shareholders. Family involvement and community outreach is also discussed. Uniform policies are revised. A plus monies are discussed and voted on for disbursement.

The SAC provides opportunities to discuss and progress with on-going school improvements, such as curriculum and technology needs.

b. Development of this school improvement plan

SAC will review, make suggesstions, and adjustments to this plan and will be essential in the approval of this plan.

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

Preparation of the school's annual budget and plan is completed with input from the VES Shared Decision Making Team and SAC. This is completed in April of each year.

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

All SAC funds will be used for instructional support materials. These projects and expenditures will be determined throughout the year at monthly SAC meetings.

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

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

3. Literacy Leadership Team (LLT)

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

Name	Title
Del Castillo, Erin	Principal
Clem, Stephanie	Teacher, K-12
Foster, Stephanie	Teacher, K-12
Williams, Kim	Teacher, K-12
Hicks, Amanda	Teacher, K-12
DiPillo, Karen	Teacher, K-12
Reynolds, Sarah	Teacher, K-12
Deeds, Melodie	Assistant Principal
Giesel, Jen	Other
Nutten, Danielle	Other
Christie, Lori	Guidance Counselor

b. Duties

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

The major initiatives this year will be the continued implementation of the Florida Standards in both Reading and Math as well as a deeper understanding of the expectations of the new Florida Standards Assessments. The LLT will also work with their respective PLCs to understand and fully implement all of the functions of the iReady program and Integration of Knowledge and Ideas

standards. The Literacy team will initiate ideas/programs to present to the SDMT and SAC to enhance and improve ELA learning gains overall.

D. 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).

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

Positive relationships between teachers is highly valued at Venice Elementary School. Grade Level Teams have common planning time to allow for team meeting discussions and weekly Professional Learning Collaborations (PLC). Every grade level team also has common duty free lunch times.This allows for non-school related conversation and camaraderie with one another. Meetings between grade levels above and below are scheduled during Staff meetings to allow for positive working relationships between grade levels.

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

Principal meets with grade level teams monthly. The school has an established Shared Decision Making Team and the principal fully participates to make improvements to the school in order to retain staff. The Principal works closely with staff to address behavioral issues that arise in the classroom. This school has little turnover of staff. As a general rule, the only time a staff person leaves Venice Elementary is to retire.

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

All new teaching staff is assigned a school mentor to assist with learning and understanding the culture of our school as well as the routines and expectations. Mentors are placed with mentees based on certification and experience where possible. All VES mentors have been trained by the county and are designated as staff appropriate for this responsibility.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

This has been verified by the Sarasota County School Board curriculum staff working with the Florida Department of Education to ensure all core materials are aligned to the Florida Standards. Teachers have opportunities for continuous standards based instruction via the district Professional Development department and an online Instructional Focus Guide to assist teachers with standards based lesson planning. The administrative staff also provides seven professional development sessions in the teacher's professional learning communities.

b. Instructional Strategies

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

In the beginning of each year, classroom teachers, and support staff are provided the year-end data each of their students completed such as FSA scores, iReady AP 3 diagnostic scores, and learning gains. Each classroom teacher is provided with a template to analyze the scale scores to determine necessary points for each individual student to make a learning gain in the current year for math and reading.

Progress Monitor meetings are held every 6 weeks to review current data on the lowest quartile grades 3-5. Instructional practices, strategies, small guided instruction, and review of RtI/MTSS that may be in place are reviewed and discussed.

Each grade level PLC's also uses one of their monthly meetings to review iReady growth monitor reports and share strategies and possible regrouping. The growth monitor reports gives teachers specific skill deficits to address with explicit instruction in the classroom with support materials from the Ready toolbox.

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

Strategy: Before School Program

Minutes added to school year: 1,200

The bottom quartile grades 3-5 are provided iReady core academic lab time daily 8-8:30 AM for eight weeks in the third quarter of school.

Strategy Rationale

Additional usage time in both reading and math iReady instruction has a direct correlation to increased achievement on the Florida Standards Assessment (FSA)

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Deeds, Melodie, melodie.deeds@sarasotacountyschools.net

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

Each students data will be reviewed (that attends the extra lab session) and how it affects FSA results and learning gains.

2. Student Transition and Readiness

a. 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).

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

Students are invited to an Open House in the spring prior to their Kindergarten year to tour the school and to meet school staff. All preschools in the community collect data on the progress of all students as they transition into Kindergarten. These data sheets are shared with Kindergarten staff so that our students have a smooth transition into school. In addition, the VES PTO offers many activities during the school year that prospective kindergarten students are invited to attend. Students leaving VES for their district school are invited to a field trip to visit Venice Middle School and understand the program. Staff from our district middle school, Venice Middle, are invited to conduct meetings with all

5th grade students as well as participate in school activities such as Pow Wow and the Little Indian Run.,

b. College and Career Readiness

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

NA

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

NA

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

NA

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

NA

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

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

No files were uploaded

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

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

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

1 = Problem Solving Step 🔑 S123456 = Quick Key

Strategic Goals Summary

G1. ELA LOWEST QUARTILE GOAL-FSA: By the year 2017, there will be a minimum of a four percent point increase in the number of students demonstrating a learning gain in the lowest quartile.

G2. ELA GAIN GOAL-FSA: By the year 2017, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating an annual learning gain. There will be a minimum of two percentage point increase for all students where 70% or more are currently demonstrating an annual learning gain.

G3. MATH LOWEST QUARTILE GOAL-FSA: By the year 2017, there will be a minimum of a four percent point increase in the number of students demonstrating a learning gain in the lowest quartile.

G4. MATH GAIN GOALS: By the year 2017, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating an annual learning gain. There will be a minimum of two percentage point increase for all students where 70% or more are currently demonstrating an annual learning gain.

G5. MATH PROFICIENCY GOALS-FSA By the year 2016, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency (across Levels 3 & 4). There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency (across Levels 3 & 4)

G6. SCIENCE GOAL FCAT 2.0 By the year 2016, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency (across Levels 3,4,5). There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency (across Levels 3,4,5)

G7. READING PROFICIENCY GOALS - FSA By the year 2016, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency (across Levels 3 &4). There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency.

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. ELA LOWEST QUARTILE GOAL-FSA: By the year 2017, there will be a minimum of a four percent point increase in the number of students demonstrating a learning gain in the lowest quartile. 1a

🔑 G081509

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	44.0

Targeted Barriers to Achieving the Goal 3

- Students unaware of individual achievement. Many of the bottom quartile are identified SWD and ESOL. They are still developing and learning their individual strategies for learning. Also some of the identified lowest quartile are achieving at a level 3. Getting Level 3 students (already achieving at a Level 3) to move up to a Level 4 can be a challenge.

Resources Available to Support the Goal 2

- iReady diagnostic reports identifying individual skill deficits. iReady profile groups for identified deficits. Curriculum/text based performance assessments, accountable talk and Marzano strategies and Burke's Common Core Companion.

Plan to Monitor Progress Toward G1. 8

iReady data, classroom performance assessments, lesson planning for accountable talk and standards for grade levels.

Person Responsible
Erin Del Castillo

Schedule
On 6/2/2017

Evidence of Completion
Classroom performance task results, regular progress monitoring, ongoing classroom observations, lesson plans.

G2. ELA GAIN GOAL-FSA: By the year 2017, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating an annual learning gain. There will be a minimum of two percentage point increase for all students where 70% or more are currently demonstrating an annual learning gain. 1a

🔍 G081508

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	44.0

Targeted Barriers to Achieving the Goal 3

- Teachers are not aware of how to calculate the new criteria for learning gains. Also, the staff is still adapting to the new learning gain calculation and new test (now in the second year of FSA). Students are using new technique to take the FSA (Grades 4 & 5 on computer). Students are in the second year of navigating text on the computer and retrieving the text for answers. Teachers lack comprehensive understanding for the grade level standards.

Resources Available to Support the Goal 2

- Teachers provided training and template on how to calculate learning gains for each of their incoming students in both ELA and Math based on the new state criteria. Teachers have a book study opportunity to develop better understanding standards using Burke's Deconstructing Standards Companion.

Plan to Monitor Progress Toward G2. 8

Regular progress monitor meetings with individual teachers and administration. Problem solving techniques will be used in meetings to determine different approach for methods to improve student learning.

Person Responsible

Erin Del Castillo

Schedule

Quarterly, from 8/29/2016 to 6/2/2017

Evidence of Completion

iReady diagnostic reports, growth monitor reports, classroom assessment products, lesson plans, student data chats.

G3. MATH LOWEST QUARTILE GOAL-FSA: By the year 2017, there will be a minimum of a four percent point increase in the number of students demonstrating a learning gain in the lowest quartile. `1a`

🔍 G081500

Targets Supported `1b`

Indicator	Annual Target
Math Lowest 25% Gains	55.0

Targeted Barriers to Achieving the Goal `3`

- This is our second year with Florida standards. Students may not have mastered the skills in lower grade levels (and standards are not repeated). Students have not acquired all the strategies and resources need to meet the rigor of the new standards. Students are not aware of current achievement level and what the implications are as they continue in their mathematical courses.

Resources Available to Support the Goal `2`

- iReady diagnostic reports identifying individual skill deficits. iReady profile groups for identified deficits. Curriculum/text based performance assessments, Accountable Talk, Marzanno Vocabulary Strategies and district Go Math! training and rounding collaborative sessions.

Plan to Monitor Progress Toward G3. `8`

iready growth monitor reports, iReady diagnostic reports, classroom assessments, project based and summatives.

Person Responsible

Erin Del Castillo

Schedule

Every 6 Weeks, from 8/29/2016 to 6/2/2017

Evidence of Completion

iReady growth monitor reports, iReady diagnostic reports, classroom assessments, project based and summatives.

G4. MATH GAIN GOALS: By the year 2017, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating an annual learning gain. There will be a minimum of two percentage point increase for all students where 70% or more are currently demonstrating an annual learning gain. 1a

🔍 G081499

Targets Supported 1b

Indicator	Annual Target
Math Gains	72.0

Targeted Barriers to Achieving the Goal 3

- Teachers are not aware of how to calculate the new criteria for learning gains. Also, staff is still adapting to the new calculation and new test (now in the second year of FSA). Students are using new techniques to take the FSA (Grades 3, 4 & 5 on computer). Students are in the second year of navigating text on the computer and retrieving the text for answers. Teachers lack a comprehensive understanding of the grade level standards.

Resources Available to Support the Goal 2

- Teachers provided training and template on how to calculate learning gains for each of their incoming students in both ELA and Math based on the new state criteria. Teachers are participating in monthly Go Math! training and rounding sessions provided by the district.

Plan to Monitor Progress Toward G4. 8

iReady, Go Math

Person Responsible
Erin Del Castillo

Schedule
On 5/29/2017

Evidence of Completion
iReady AP1, 2, 3 reports, Classroom performance (Go Math and other instructional practices) assessments

G5. MATH PROFICIENCY GOALS-FSA By the year 2016, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency (across Levels 3 & 4). There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency (across Levels 3 & 4) `1a`

🔍 G080460

Targets Supported `1b`

Indicator	Annual Target
FSA Mathematics Achievement	78.0
Math Lowest 25% Gains	72.0

Targeted Barriers to Achieving the Goal `3`

- Teachers are still developing the new instructional strategies and techniques needed to allow students an opportunity to use more critical thinking skills and math mentality when solving a variety of math problems in the classroom. Teachers are continuing to change their mathematical practices as they analyze and deconstruct the Florida Standards.Teachers also need to incorporate the new core math materials, Go Math!, into lessons and class work. In addition, teachers are learning to work with a new integrated learning system, I-Ready, and to interpret data in math derived from student diagnostic assessments and weekly work activities.

Resources Available to Support the Goal `2`

- Teachers are going to off-site professional development to advance their knowledge and instructional strategies for the new standards. Teachers are also actively involved in a rounding model that is facilitated by district math support personnel. Teachers are given an opportunity to observe colleagues and then debrief to lesson share and collaborate on different mathematical practices and instructional strategies in the classroom.

Plan to Monitor Progress Toward G5. `8`

Review weekly/quarterly classroom assessments in Go Math! series grades 3, 4, and 5; walk-through classrooms to assess for implementation of new FSA in Math assess implementation of instructional practices from district PD, and review growth monitoring of I-Ready with individual teachers and administrators.

Person Responsible

Erin Del Castillo

Schedule

Monthly, from 9/6/2016 to 5/29/2017

Evidence of Completion

Spring 2017 FSA Math scores

G6. SCIENCE GOAL FCAT 2.0 By the year 2016, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency (across Levels 3,4,5). There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency (across Levels 3,4,5) 1a

🔍 G080461

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	76.0

Targeted Barriers to Achieving the Goal 3

- Lack of exposure to science curriculum and basic science vocabulary foundation.

Resources Available to Support the Goal 2

- This year all students (K-5) will be attending the Science Lab on the Specials rotation. The Science Teacher will collaborate with classroom teachers to design lessons that coordinate with explicit instruction and labs. Students will use Science vocabulary journals daily with embedded Marzano strategies.

Plan to Monitor Progress Toward G6. 8

Classroom pre and post assessments, classroom rubrics for Power Point presentations, completed Science Fair projects, lab experiment student observations

Person Responsible
Erin Del Castillo

Schedule
Monthly, from 8/29/2016 to 6/2/2017

Evidence of Completion
Spring 2017 FCAT 2.0 Science scores

G7. READING PROFICIENCY GOALS - FSA By the year 2016, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency (across Levels 3 &4). There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency. `1a`

🔑 G080462

Targets Supported `1b`

Indicator	Annual Target
FSA ELA Achievement	80.0
ELA/Reading Gains	55.0
ELA/Reading Lowest 25% Gains	44.0

Targeted Barriers to Achieving the Goal `3`

- Improving the percentage of students from 78% to 80% of students scoring at Level 3,4 and 5 will be difficult because a third of the student scores will be based on a different population, the difficulty and question format of the FSA is advanced beyond FCAT, and the depth of questions on rigorous materials make the assessment challenging for students without environmental supports. Using technology to respond to FSA questions may also be a barrier for many students.

Resources Available to Support the Goal `2`

- Reading Wonders materials, I-Ready technology diagnostic and practice resources, reading support teacher, I-Ready diagnostic and PM reports, RW assessments, trained staff in the use of RtI/MTSSS strategies, academic vocabulary notebooks

Plan to Monitor Progress Toward G7. `8`

Review of iReady diagnostic reports data and monthly iReady Growth Monitorreports and MTSS data

Person Responsible
Erin Del Castillo

Schedule
Weekly, from 8/29/2016 to 6/2/2017

Evidence of Completion
data form iReady, data from MTSS meetings, and FSA grades 3 -5 ELA Scores Spring 2016

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. ELA LOWEST QUARTILE GOAL-FSA: By the year 2017, there will be a minimum of a four percent point increase in the number of students demonstrating a learning gain in the lowest quartile. 1

🔑 G081509

G1.B1 Students unaware of individual achievement. Many of the bottom quartile are identified SWD and ESOL. They are still developing and learning their individual strategies for learning. Also some of the identified lowest quartile are achieving at a level 3. Getting Level 3 students (already achieving at a Level 3) to move up to a Level 4 can be a challenge. 2

🔑 B215344

G1.B1.S1 SWD and ESL students will compile a notebook of resources/strategies to refer as they complete learning tasks. the specialized teachers will work to develop what works best for individual students. Students will go to the iReady instructional lab daily for 45 minutes in math/weekly 4

🔑 S227570

Strategy Rationale

Students receiving individual instruction for strategies and remediation in deficit areas are given an opportunity to master their deficit areas.

Action Step 1 5

Professional development will be provided in PLC: Accountable Talk, Deconstructing Standards with emphasis on Integrating Knowledge and Ideas.

Person Responsible

Erin Del Castillo

Schedule

Monthly, from 8/29/2016 to 6/2/2017

Evidence of Completion

iReady diagnostic and growth monitor reports, PLC reports, observation, walk-throughs

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

Reading Wonders assessments,daily iReady, roundings, on-going observations

Person Responsible

Erin Del Castillo

Schedule

Weekly, from 8/29/2016 to 6/2/2017

Evidence of Completion

On-going observations, rounding, lesson plans, growth monitor reports and iReady AP1-AP3 diagnostic reports, classroom performance, completed assessments.

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

Individual student data chats reviewing iReady instruction and classroom assessments as well as review with student accommodations and strategies they can use for learning activities.

Person Responsible

Erin Del Castillo

Schedule

On 6/2/2017

Evidence of Completion

On-going classroom observations, lesson plans, classroom performance task results, regular progress monitoring.

G2. ELA GAIN GOAL-FSA: By the year 2017, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating an annual learning gain. There will be a minimum of two percentage point increase for all students where 70% or more are currently demonstrating an annual learning gain. 1

🔑 G081508

G2.B1 Teachers are not aware of how to calculate the new criteria for learning gains. Also, the staff is still adapting to the new learning gain calculation and new test (now in the second year of FSA). Students are using new technique to take the FSA (Grades 4 & 5 on computer). Students are in the second year of navigating text on the computer and retrieving the text for answers. Teachers lack comprehensive understanding for the grade level standards. 2

🔑 B215332

G2.B1.S1 Every teacher in grades 3-5 will use the Learning Gain template to determine what is needed for each of their student's to make a gain this year. 4

🔑 S227582

Strategy Rationale

To increase a year's growth for all of our students using the learning gain state criteria and overall achievement school-wide.

Action Step 1 5

Teachers, in grades four and five, will use the learning gain template for each of their incoming 2016-17 students to determine the each student's learning gain need.

Person Responsible

Erin Del Castillo

Schedule

Quarterly, from 8/29/2016 to 5/29/2017

Evidence of Completion

Learning gain template, progress monitoring monthly on gains.

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

Teachers will have an individual template for each student and review with both administration and individual students.

Person Responsible

Erin Del Castillo

Schedule

Quarterly, from 9/6/2016 to 6/2/2017

Evidence of Completion

Templates will be reviewed and on-going progress monitoring with classroom performance and iReady reports.

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

Regular progress monitor meetings with individual teachers and administration. Problem solving techniques will be used in meetings to determine different approach for methods to improve student learning.

Person Responsible

Erin Del Castillo

Schedule

On 5/29/2017

Evidence of Completion

iReady diagnostic reports, growth monitor reports, classroom assessment products, lesson plans, student data chats.

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

Regular progress monitor meetings with individual teachers and administration. Problem solving techniques will be used in meetings to determine different approach for methods to improve student learning.

Person Responsible

Erin Del Castillo

Schedule

On 5/29/2017

Evidence of Completion

iReady diagnostic reports, growth monitor reports, classroom assessment products, lesson plans, student data chats.

G3. MATH LOWEST QUARTILE GOAL-FSA: By the year 2017, there will be a minimum of a four percent point increase in the number of students demonstrating a learning gain in the lowest quartile. 1

🔧 G081500

G3.B1 This is our second year with Florida standards. Students may not have mastered the skills in lower grade levels (and standards are not repeated). Students have not acquired all the strategies and resources need to meet the rigor of the new standards. Students are not aware of current achievement level and what the implications are as they continue in their mathematical courses. 2

🔧 B216577

G3.B1.S1 Teachers (grades K-5) will go off site for district math training. Teachers will use the in-house model to produce lessons and have their colleagues observe, then debrief (rounding). 4

🔧 S228922

Strategy Rationale

Teachers will provide students more opportunities to use math talks, manipulatives and teacher/ student data chats to increase the students' strategies and knowledge on ways to problem solve.

Action Step 1 5

Teachers will attend on-going district math training and on site math rounding.

Person Responsible

Erin Del Castillo

Schedule

Quarterly, from 8/29/2016 to 5/29/2017

Evidence of Completion

Professional Development logs, Go Math! Rounding notes/debriefing, surveys

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

Teachers will develop and implement lesson plans that include strategies/techniques acquired in math PD.

Person Responsible

Erin Del Castillo

Schedule

Daily, from 8/29/2016 to 6/2/2017

Evidence of Completion

Classroom observations, walk-throughs, rounding, PLCs , lesson sharing, iReady growth monitor reports and 2017 FSA results.

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

Rounding, observations (formal and informal) PLCs, daily lesson plans, iReady usage report

Person Responsible

Erin Del Castillo

Schedule

Daily, from 8/29/2016 to 6/2/2017

Evidence of Completion

iReady growth monitor reports, iReady diagnostic reports, classroom assessments, project based and summatives.

G4. MATH GAIN GOALS: By the year 2017, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating an annual learning gain. There will be a minimum of two percentage point increase for all students where 70% or more are currently demonstrating an annual learning gain. 1

🔑 G081499

G4.B1 Teachers are not aware of how to calculate the new criteria for learning gains. Also, staff is still adapting to the new calculation and new test (now in the second year of FSA). Students are using new techniques to take the FSA (Grades 3, 4 & 5 on computer). Students are in the second year of navigating text on the computer and retrieving the text for answers. Teachers lack a comprehensive understanding of the grade level standards. 2

🔑 B215387

G4.B1.S1 Every teacher in grades 3-5 will use the Learning Gain template to determine what is needed for each of their students to make a gain this year. 4

🔑 S227641

Strategy Rationale

To increase a year's growth for all of our students using the learning gain state criteria and overall achievement school-wide.

Action Step 1 5

Teachers, in grades four and five, will use the learning gain template for each of their incoming 2016-17 students to determine each student's learning gain need.

Person Responsible

Erin Del Castillo

Schedule

Quarterly, from 9/6/2016 to 5/29/2017

Evidence of Completion

PLC Data Chats, Progress Monitoring Meetings, i-Ready assessments

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

Teachers will have an individual template for each student and review with both administration and individual students.

Person Responsible

Erin Del Castillo

Schedule

Quarterly, from 9/6/2016 to 5/29/2017

Evidence of Completion

Templates will be reviewed and on-going progress monitoring with classroom performance and iReady reports.

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

Student data chats, teachers use individual templates for learning gain calculation.

Person Responsible

Erin Del Castillo

Schedule

Quarterly, from 9/6/2016 to 5/29/2017

Evidence of Completion

Quarterly progress monitor meetings, rounding with district personnel and grade level teams, iReady diagnostic and growth monitor reports

G5. MATH PROFICIENCY GOALS-FSA By the year 2016, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency (across Levels 3 & 4). There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency (across Levels 3 & 4) 1

🔑 G080460

G5.B1 Teachers are still developing the new instructional strategies and techniques needed to allow students an opportunity to use more critical thinking skills and math mentality when solving a variety of math problems in the classroom. Teachers are continuing to change their mathematical practices as they analyze and deconstruct the Florida Standards.Teachers also need to incorporate the new core math materials, Go Math!, into lessons and class work. In addition, teachers are learning to work with a new integrated learning system, I-Ready, and to interpret data in math derived from student diagnostic assessments and weekly work activities. 2

🔑 B212482

G5.B1.S1 Teachers will be provided several grade level math professional development provided by Sarasota county PD math professionals. These trainings will be both off-site and on site all for the entire 2016-17 school year. 4

🔑 S224727

Strategy Rationale

This specified PD will give teachers an opportunity to retain instructional methods and practices that pertain to their grade level. It will give them an opportunity to design lessons, share lessons, and collaborate on different types of strategies that work when they return to the classroom. The teacher must have an opportunity to develop ways to teach the math standards with and without textbooks. Teachers must also learn to understand the data from I-Ready Math and to assign custom courses for struggling learners.

Action Step 1 5

Set up Professional Development on math rounding via off-site district PD opportunities; arrange for substitute teachers so staff may attend these county workshops during the school day; work with staff to approve a waiver plan to provide training at PLCs throughout the year. Teachers will also have substitutes to on-site grade level mathematical lesson observation (from previous training) and time to share observations, collaborate, give/receive feedback, reflect on their current practices, lesson share, and develop needs assessment.

Person Responsible

Erin Del Castillo

Schedule

Every 6 Weeks, from 8/29/2016 to 6/2/2017

Evidence of Completion

Teachers will develop lesson plans re: new instructional strategies, on-site rounding/debriefing, reflective practices among grade level team members and lesson sharing in PLC.

Plan to Monitor Fidelity of Implementation of G5.B1.S1 `6`

Classroom walk-throughs; PLC meetings with teams, IPDP meetings; Rounding, ongoing observations

Person Responsible

Erin Del Castillo

Schedule

Quarterly, from 8/29/2016 to 5/29/2017

Evidence of Completion

2017 FSA Math scores and iReady diagnostic scores.

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 `7`

Teachers will participate in continuous rounding and debriefing. Administrators will review lesson plans and complete on-going observations. Team leaders will meet with administration monthly to discuss and collaborate on the effectiveness of current professional development and math roundings.

Person Responsible

Erin Del Castillo

Schedule

Monthly, from 9/6/2016 to 5/29/2017

Evidence of Completion

2017 FSA Math Scores and AP3 diagnostic

G6. SCIENCE GOAL FCAT 2.0 By the year 2016, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency (across Levels 3,4,5). There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency (across Levels 3,4,5) [1]

🔑 G080461

G6.B1 Lack of exposure to science curriculum and basic science vocabulary foundation. [2]

🔑 B212483

G6.B1.S1 Grade K-5 Students will attend the Science Lab as a function of the specials schedule and will complete hands-on experiments each time students are in the lab. Students in grades 3 will develop Power Points focused on specific areas of the science curriculum. Students will also receive science embedded guided reading in the ELA block. Students will utilize their individual Academic vocabulary notebooks to help master grade level science precise vocabulary. 5th grade classrooms will complete STEM Fair projects. [4]

🔑 S224728

Strategy Rationale

Students will benefit from going to the Science lab every six days to do hands-on labs that coordinate with the regular classroom science instruction. They will also repeat precise vocabulary instruction for better understanding in science context.

Action Step 1 [5]

Meetings with 5th Grade PLC and Science Lab teacher to focus Science Lab curriculum. The Science Lab teacher will be collaborating with grade level teams to lesson share.

Person Responsible

Erin Del Castillo

Schedule

Monthly, from 9/6/2016 to 5/29/2017

Evidence of Completion

Lab reports completed by students and Scientific process products produced in the Science Lab; classroom Vocabulary notebooks

Plan to Monitor Fidelity of Implementation of G6.B1.S1 `6`

Classroom walk-through and on-going and formal observations; PLC meeting discussions, lesson plans

Person Responsible

Erin Del Castillo

Schedule

Monthly, from 9/6/2016 to 5/29/2017

Evidence of Completion

2017 FCAT 2.0 Science scores

Plan to Monitor Effectiveness of Implementation of G6.B1.S1 `7`

Classroom walk-throughs, on-going and formal observations, completed STEM Projects, and Team Leader meetings

Person Responsible

Erin Del Castillo

Schedule

Monthly, from 8/29/2016 to 6/2/2017

Evidence of Completion

2017 FCAT 2.0 Science scores

G7. READING PROFICIENCY GOALS - FSA By the year 2016, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency (across Levels 3 &4). There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency. 1

🔑 G080462

G7.B1 Improving the percentage of students from 78% to 80% of students scoring at Level 3,4 and 5 will be difficult because a third of the student scores will be based on a different population, the difficulty and question format of the FSA is advanced beyond FCAT, and the depth of questions on rigorous materials make the assessment challenging for students without environmental supports. Using technology to respond to FSA questions may also be a barrier for many students. 2

🔑 B212484

G7.B1.S1 PLC meetings at third, fourth, and fifth grade are focused on FS as well as understanding the test specifications of the FSA in ELA. Teachers meet in PLCs once a week to share strategies, work on deconstructing the standards and sharing materials. Below level students on placed into MTSS to develop effective interventions to bring students up to level. Teachers are participating in workshops on the i-Ready Diagnostic Assessments, teaching tool, and PM/MTSS reports. Teachers have also been trained at school-wide workshops on Marzano's Vocabulary 6 Step process and Accountable Talk strategies. 4

🔑 S224729

Strategy Rationale

PLC meetings to share strategies to teach reading is of great benefit to all team members. By collaborating with one another in the teaching of the FS, and helping each other to provide interventions for struggling readers, ensures student learning is supported. Teacher are also attending PD on i-Ready, Reading Wonders, Marzano's 6 Step Vocabulary Program and Accountable Talk.

Action Step 1 5

Professional development will be provided in PLCs: Accountable Talk, Deconstructing Standards with emphasis on Integrating Knowledge and Ideas.

Person Responsible

Erin Del Castillo

Schedule

Monthly, from 8/29/2016 to 6/2/2017

Evidence of Completion

FSA 2017 ELA scores

Plan to Monitor Fidelity of Implementation of G7.B1.S1 6

Attend grade level team PLCs, I-Ready Trainings, and VES PD

Person Responsible

Erin Del Castillo

Schedule

Monthly, from 8/29/2016 to 6/2/2017

Evidence of Completion

Grades 3 -5 student 2017 FSA ELA scores

Plan to Monitor Effectiveness of Implementation of G7.B1.S1 7

Review iReady diagnostic reports three times a year and monthly growth monitor reports.
Progress monitor with individual teachers every six weeks. iReady reports will be compared in AP2
and AP2 scores; attend MTSS weekly meetings to discuss struggling students; review weekly and
quarterly Reading Wonders assessment data.

Person Responsible

Erin Del Castillo

Schedule

Weekly, from 8/29/2016 to 6/2/2017

Evidence of Completion

AP iReady reports, monthly progress monitor reports and 2017 FSA ELA results grades 3-5.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2016					
G3.B1.S1.A1 🔍 A291327	Teachers will attend on-going district math training and on site math rounding.	Del Castillo, Erin	8/29/2016	Professional Development logs, Go Math! Rounding notes/debriefing, surveys	5/29/2017 quarterly
G2.B1.S1.A1 🔍 A289068	Teachers, in grades four and five, will use the learning gain template for each of their incoming...	Del Castillo, Erin	8/29/2016	Learning gain template, progress monitoring monthly on gains.	5/29/2017 quarterly
G5.B1.S1.MA1 🔍 M283374	Classroom walk-throughs; PLC meetings with teams, IPDP meetings; Rounding, ongoing observations	Del Castillo, Erin	8/29/2016	2017 FSA Math scores and iReady diagnostic scores.	5/29/2017 quarterly
G4.MA1 🔍 M290119	iReady, Go Math	Del Castillo, Erin	8/29/2016	iReady AP1, 2, 3 reports, Classroom performance (Go Math and other instructional practices) assessments	5/29/2017 one-time
G7.B1.S1.MA1 🔍 M283380	Attend grade level team PLCs, I-Ready Trainings, and VES PD	Del Castillo, Erin	8/29/2016	Grades 3 -5 student 2017 FSA ELA scores	6/2/2017 monthly
G6.MA1 🔍 M283378	Classroom pre and post assessments, classroom rubrics for Power Point presentations, completed...	Del Castillo, Erin	8/29/2016	Spring 2017 FCAT 2.0 Science scores	6/2/2017 monthly
G7.MA1 🔍 M283381	Review of iReady diagnostic reports data and monthly iReady Growth Monitorreports and MTSS data	Del Castillo, Erin	8/29/2016	data form iReady, data from MTSS meetings, and FSA grades 3 -5 ELA Scores Spring 2016	6/2/2017 weekly
G1.MA1 🔍 M289964	iReady data, classroom performance assessments, lesson planning for accountable talk and standards...	Del Castillo, Erin	8/29/2016	Classroom performance task results, regular progress monitoring, ongoing classroom observations, lesson plans.	6/2/2017 one-time
G3.MA1 🔍 M293038	iready growth monitor reports, iReady diagnostic reports, classroom assessments, project based and...	Del Castillo, Erin	8/29/2016	iReady growth monitor reports, iReady diagnostic reports, classroom assessments, project based and summatives.	6/2/2017 every-6-weeks
G5.B1.S1.A1 🔍 A284361	Set up Professional Development on math rounding via off-site district PD opportunities; arrange...	Del Castillo, Erin	8/29/2016	Teachers will develop lesson plans re: new instructional strategies, on-site rounding/debriefing, reflective practices among grade level team members and lesson sharing in PLC.	6/2/2017 every-6-weeks
G6.B1.S1.MA1 🔍 M283376	Classroom walk-throughs, on-going and formal observations, completed STEM Projects, and Team Leader...	Del Castillo, Erin	8/29/2016	2017 FCAT 2.0 Science scores	6/2/2017 monthly
G3.B1.S1.MA1 🔍 M293036	Teachers will develop and implement lesson plans that include strategies/ techniques acquired in...	Del Castillo, Erin	8/29/2016	Classroom observations, walk-throughs, rounding, PLCs , lesson sharing, iReady growth monitor reports and 2017 FSA results.	6/2/2017 daily
G3.B1.S1.MA1 🔍 M293037	Rounding, observations (formal and informal) PLCs, daily lesson plans, iReady usage report	Del Castillo, Erin	8/29/2016	iReady growth monitor reports, iReady diagnostic reports, classroom assessments, project based and summatives.	6/2/2017 daily
G7.B1.S1.MA1 🔍 M283379	Review iReady diagnostic reports three times a year and monthly growth monitor reports. Progress...	Del Castillo, Erin	8/29/2016	AP iReady reports, monthly progress monitor reports and 2017 FSA ELA results grades 3-5.	6/2/2017 weekly
G2.MA1 🔍 M295205	Regular progress monitor meetings with individual teachers and administration. Problem solving...	Del Castillo, Erin	8/29/2016	iReady diagnostic reports, growth monitor reports, classroom assessment products, lesson plans, student data chats.	6/2/2017 quarterly
G7.B1.S1.A1 🔍 A284363	Professional development will be provided in PLCs: Accountable Talk, Deconstructing Standards with...	Del Castillo, Erin	8/29/2016	FSA 2017 ELA scores	6/2/2017 monthly
G1.B1.S1.MA1 🔍 M289963	Individual student data chats reviewing iReady instruction and classroom assessments as well as...	Del Castillo, Erin	8/29/2016	On-going classroom observations, lesson plans, classroom performance	6/2/2017 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				task results, regular progress monitoring.	
G1.B1.S1.A1 A289058	Professional development will be provided in PLC: Accountable Talk, Deconstructing Standards with...	Del Castillo, Erin	8/29/2016	iReady diagnostic and growth monitor reports, PLC reports, observation, walk-throughs	6/2/2017 monthly
G1.B1.S1.MA1 M289961	Reading Wonders assessments,daily iReady, roundings, on-going observations	Del Castillo, Erin	8/29/2016	On-going observations, rounding, lesson plans, growth monitor reports and iReady AP1-AP3 diagnostic reports, classroom performance, completed assessments.	6/2/2017 weekly
G2.B1.S1.MA1 M289983	Regular progress monitor meetings with individual teachers and administration. Problem solving...	Del Castillo, Erin	9/6/2016	iReady diagnostic reports, growth monitor reports, classroom assessment products, lesson plans, student data chats.	5/29/2017 one-time
G2.B1.S1.MA1 M289985	Regular progress monitor meetings with individual teachers and administration. Problem solving...	Del Castillo, Erin	9/6/2016	iReady diagnostic reports, growth monitor reports, classroom assessment products, lesson plans, student data chats.	5/29/2017 one-time
G5.B1.S1.MA1 M283373	Teachers will participate in continuous rounding and debriefing. Administrators will review lesson...	Del Castillo, Erin	9/6/2016	2017 FSA Math Scores and AP3 diagnostic	5/29/2017 monthly
G5.MA1 M283375	Review weekly/quarterly classroom assessments in Go Math! series grades 3, 4, and 5; walk-through...	Del Castillo, Erin	9/6/2016	Spring 2017 FSA Math scores	5/29/2017 monthly
G4.B1.S1.MA1 M290112	Student data chats, teachers use individual templates for learning gain calculation.	Del Castillo, Erin	9/6/2016	Quarterly progress monitor meetings, rounding with district personnel and grade level teams, iReady diagnostic and growth monitor reports	5/29/2017 quarterly
G6.B1.S1.MA1 M283377	Classroom walk-through and on-going and formal observations; PLC meeting discussions, lesson plans	Del Castillo, Erin	9/6/2016	2017 FCAT 2.0 Science scores	5/29/2017 monthly
G4.B1.S1.A1 A289158	Teachers, in grades four and five, will use the learning gain template for each of their incoming...	Del Castillo, Erin	9/6/2016	PLC Data Chats, Progress Monitoring Meetings, i-Ready assessments	5/29/2017 quarterly
G6.B1.S1.A1 A284362	Meetings with 5th Grade PLC and Science Lab teacher to focus Science Lab curriculum. The Science...	Del Castillo, Erin	9/6/2016	Lab reports completed by students and Scientific process products produced in the Science Lab; classroom Vocabulary notebooks	5/29/2017 monthly
G4.B1.S1.MA1 M290105	Teachers will have an individual template for each student and review with both administration and...	Del Castillo, Erin	9/6/2016	Templates will be reviewed and on-going progress monitoring with classroom performance and iReady reports.	5/29/2017 quarterly
G2.B1.S1.MA1 M289980	Teachers will have an individual template for each student and review with both administration and...	Del Castillo, Erin	9/6/2016	Templates will be reviewed and on-going progress monitoring with classroom performance and iReady reports.	6/2/2017 quarterly

V. Professional Development Opportunities

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

G1. ELA LOWEST QUARTILE GOAL-FSA: By the year 2017, there will be a minimum of a four percent point increase in the number of students demonstrating a learning gain in the lowest quartile.

G1.B1 Students unaware of individual achievement. Many of the bottom quartile are identified SWD and ESOL. They are still developing and learning their individual strategies for learning. Also some of the identified lowest quartile are achieving at a level 3. Getting Level 3 students (already achieving at a Level 3) to move up to a Level 4 can be a challenge.

G1.B1.S1 SWD and ESL students will compile a notebook of resources/strategies to refer as they complete learning tasks. the specialized teachers will work to develop what works best for individual students. Students will go to the iReady instructional lab daily for 45 minutes in math/weekly

PD Opportunity 1

Professional development will be provided in PLC: Accountable Talk, Deconstructing Standards with emphasis on Integrating Knowledge and Ideas.

Facilitator

Erin Del Castillo and Melodie Deeds, Amy Beechy

Participants

All instructional personnel

Schedule

Monthly, from 8/29/2016 to 6/2/2017

G3. MATH LOWEST QUARTILE GOAL-FSA: By the year 2017, there will be a minimum of a four percent point increase in the number of students demonstrating a learning gain in the lowest quartile.

G3.B1 This is our second year with Florida standards. Students may not have mastered the skills in lower grade levels (and standards are not repeated). Students have not acquired all the strategies and resources need to meet the rigor of the new standards. Students are not aware of current achievement level and what the implications are as they continue in their mathematical courses.

G3.B1.S1 Teachers (grades K-5) will go off site for district math training. Teachers will use the in-house model to produce lessons and have their colleagues observe, then debrief (rounding).

PD Opportunity 1

Teachers will attend on-going district math training and on site math rounding.

Facilitator

Sue D'Angelo

Participants

All K-5 instructional staff

Schedule

Quarterly, from 8/29/2016 to 5/29/2017

G5. MATH PROFICIENCY GOALS-FSA By the year 2016, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency (across Levels 3 & 4). There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency (across Levels 3 & 4)

G5.B1 Teachers are still developing the new instructional strategies and techniques needed to allow students an opportunity to use more critical thinking skills and math mentality when solving a variety of math problems in the classroom. Teachers are continuing to change their mathematical practices as they analyze and deconstruct the Florida Standards.Teachers also need to incorporate the new core math materials, Go Math!, into lessons and class work. In addition, teachers are learning to work with a new integrated learning system, I-Ready, and to interpret data in math derived from student diagnostic assessments and weekly work activities.

G5.B1.S1 Teachers will be provided several grade level math professional development provided by Sarasota county PD math professionals. These trainings will be both off-site and on site all for the entire 2016-17 school year.

PD Opportunity 1

Set up Professional Development on math rounding via off-site district PD opportunities; arrange for substitute teachers so staff may attend these county workshops during the school day; work with staff to approve a waiver plan to provide training at PLCs throughout the year. Teachers will also have substitutes to on-site grade level mathematical lesson observation (from previous training) and time to share observations, collaborate, give/receive feedback, reflect on their current practices, lesson share, and develop needs assessment.

Facilitator

Erin del Castillo, Melodie Deeds, Sue D'Angelo

Participants

K-5 grade level Instructional staff

Schedule

Every 6 Weeks, from 8/29/2016 to 6/2/2017

G7. READING PROFICIENCY GOALS - FSA By the year 2016, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency (across Levels 3 &4). There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency.

G7.B1 Improving the percentage of students from 78% to 80% of students scoring at Level 3,4 and 5 will be difficult because a third of the student scores will be based on a different population, the difficulty and question format of the FSA is advanced beyond FCAT, and the depth of questions on rigorous materials make the assessment challenging for students without environmental supports. Using technology to respond to FSA questions may also be a barrier for many students.

G7.B1.S1 PLC meetings at third, fourth, and fifth grade are focused on FS as well as understanding the test specifications of the FSA in ELA. Teachers meet in PLCs once a week to share strategies, work on deconstructing the standards and sharing materials. Below level students on placed into MTSS to develop effective interventions to bring students up to level. Teachers are participating in workshops on the i-Ready Diagnostic Assessments, teaching tool, and PM/MTSS reports. Teachers have also been trained at school-wide workshops on Marzano's Vocabulary 6 Step process and Accountable Talk strategies.

PD Opportunity 1

Professional development will be provided in PLCs: Accountable Talk, Deconstructing Standards with emphasis on Integrating Knowledge and Ideas.

Facilitator

Erin del Castillo, Mel Deeds, Amy Beechy, Michelle Kloese

Participants

All instructional staff

Schedule

Monthly, from 8/29/2016 to 6/2/2017

VI. Technical Assistance Items

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

G2. ELA GAIN GOAL-FSA: By the year 2017, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating an annual learning gain. There will be a minimum of two percentage point increase for all students where 70% or more are currently demonstrating an annual learning gain.

G2.B1 Teachers are not aware of how to calculate the new criteria for learning gains. Also, the staff is still adapting to the new learning gain calculation and new test (now in the second year of FSA). Students are using new technique to take the FSA (Grades 4 & 5 on computer). Students are in the second year of navigating text on the computer and retrieving the text for answers. Teachers lack comprehensive understanding for the grade level standards.

G2.B1.S1 Every teacher in grades 3-5 will use the Learning Gain template to determine what is needed for each of their student's to make a gain this year.

TA Opportunity 1

Teachers, in grades four and five, will use the learning gain template for each of their incoming 2016-17 students to determine the each student's learning gain need.

Facilitator

Melodie Deeds

Participants

Instructional teachers, grades 4-5

Schedule

Quarterly, from 8/29/2016 to 5/29/2017

G4. MATH GAIN GOALS: By the year 2017, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating an annual learning gain. There will be a minimum of two percentage point increase for all students where 70% or more are currently demonstrating an annual learning gain.

G4.B1 Teachers are not aware of how to calculate the new criteria for learning gains. Also, staff is still adapting to the new calculation and new test (now in the second year of FSA). Students are using new techniques to take the FSA (Grades 3, 4 & 5 on computer). Students are in the second year of navigating text on the computer and retrieving the text for answers. Teachers lack a comprehensive understanding of the grade level standards.

G4.B1.S1 Every teacher in grades 3-5 will use the Learning Gain template to determine what is needed for each of their students to make a gain this year.

TA Opportunity 1

Teachers, in grades four and five, will use the learning gain template for each of their incoming 2016-17 students to determine each student's learning gain need.

Facilitator

Melodie Deeds

Participants

Grade level (4/5) instructional

Schedule

Quarterly, from 9/6/2016 to 5/29/2017

VII. Budget

Budget Data

1	G1.B1.S1.A1	Professional development will be provided in PLC: Accountable Talk, Deconstructing Standards with emphasis on Integrating Knowledge and Ideas.	$0.00
2	G2.B1.S1.A1	Teachers, in grades four and five, will use the learning gain template for each of their incoming 2016-17 students to determine the each student's learning gain need.	$0.00
3	G3.B1.S1.A1	Teachers will attend on-going district math training and on site math rounding.	$0.00
4	G4.B1.S1.A1	Teachers, in grades four and five, will use the learning gain template for each of their incoming 2016-17 students to determine each student's learning gain need.	$0.00
5	G5.B1.S1.A1	Set up Professional Development on math rounding via off-site district PD opportunities; arrange for substitute teachers so staff may attend these county workshops during the school day; work with staff to approve a waiver plan to provide training at PLCs throughout the year. Teachers will also have	$0.00

Budget Data

		substitutes to on-site grade level mathematical lesson observation (from previous training) and time to share observations, collaborate, give/receive feedback, reflect on their current practices, lesson share, and develop needs assessment.				
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide	Title II		$0.00
			Notes: Notes Pay contracted services hours to school staff presenting at workshops on Professional Days and at after-school workshops			
6	G6.B1.S1.A1	Meetings with 5th Grade PLC and Science Lab teacher to focus Science Lab curriculum. The Science Lab teacher will be collaborating with grade level teams to lesson share.				$0.00
7	G7.B1.S1.A1	Professional development will be provided in PLCs: Accountable Talk, Deconstructing Standards with emphasis on Integrating Knowledge and Ideas.				$0.00
					Total:	$0.00