

Coppergate Elementary School

3460 COPPER COLTS COURT, Middleburg, FL 32068

<http://cge.oneclay.net>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	No	59%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	29%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	A	B	A

**Preliminary 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 Clay County School Board.

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C 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-C 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)

2015-16 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

Our mission is to work collaboratively with all stakeholders to provide a public education experience that is motivating, challenging and rewarding for all children. We will increase student achievement by providing students with learning opportunities that are rigorous, relevant and transcend beyond the boundaries of the school walls. We will ensure a working and learning environment built upon honesty, integrity and respect. Through these values, we will maximize student potential and promote individual responsibility.

Provide the school's vision statement

Coppergate Elementary exists to prepare life-long learners for success in a global and competitive workplace and in acquiring applicable life skills.

School Environment

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

At Coppergate Elementary we learn about our students' cultures and build relationships between teachers and students by the following programs; Orientation, Parent Night, Community spirit nights, Making Meaning reading program, Being a Writer writing program, MFLC, Principal awards, Citizenship awards. Media center events, and Parent conferences.

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

Coppergate Elementary creates an environment where students feel safe and respected before, during, and after school by providing the following; Student supervision 30 minutes prior to school beginning, Character Counts, Respect Ticket slips, administration and guidance open door policy, student supervision of students who were not picked up in the afternoon, walking students to our property line at dismissal, guidance push-in classroom instruction, and guidance, resource teachers, and administration supervising students during lunch.

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

At Coppergate Elementary, we utilize in-classroom management and Time Out Assistance school wide. When the students have a TOA they also will draw/write a reflection piece as to their behavior. We contact parents if students receive a referral. We also utilize in classroom behavior plans, guidance referrals, MTSS, and calming rooms.

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

Coppergate Elementary ensures the social-emotional needs of all students by utilizing the following; Making Meaning reading program, Being a Writer writing program, guidance counselor push in classroom instruction, guidance referrals, MFLC, Behavior Resource Teacher, and the AIMS program

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

The early warning system will include the following early warning indicators\:

- a. Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- b. One or more suspension, whether in or out of school.
- c. Course failure in English Language Arts or Mathematics.
- d. A Level 1 score on the statewide standardized assessments in English Language Arts or Mathematics.
- e. Earning an F in any quarter for any class.

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	
	6	Total
Attendance below 90 percent	12	12
One or more suspensions	17	17
Course failure in ELA or Math	1	1
Level 1 on statewide assessment	0	

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

For Attendance:

- Attendance Contact
- Doctor's Note required
- Social Worker Referral

For Grades:

- Tutoring
- Remediation
- Other

For Discipline

- Behavior Contract
- School Service Work
- Detention

Other- TOA (time out assistance), ISS, OSS, Classroom consequences

For Testing

- Intensive Reading
- Intensive Math
- Other

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?

No

PIP Link

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

Description

Coppergate Elementary works at building positive relationships with families to increase involvement by utilizing the Clay County School District Parent Portal, PFA newsletter, classroom newsletters, school and class webpages, our school Facebook page, parent-teacher conferences, Parent Nights, and an open door policy with the administration and guidance department.

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

Coppergate Elementary builds and sustains partnerships with the local community for securing and utilizing resources to support the school and student achievement through our relationships with our parents, teachers, and staff. Coppergate Elementary currently hosts Middleburg Martial Arts, and the Girl Scouts. These organizations have weekly sessions for our students fostering school and student achievement.

Effective Leadership

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

School Leadership Team

Membership:

Name	Title
Boer, Shana	Teacher, K-12
Roche, Heather	Assistant Principal
Crane, Elizabeth	Teacher, K-12
Turner, Heather	Teacher, K-12
Burris, Tracy	Teacher, K-12
Carmichael, Denise	Teacher, K-12
Deck, Julie	Teacher, K-12
Gilbert, Erika	Guidance Counselor
Godwin, Kelly	Teacher, K-12
Hildebrandt, June	Teacher, K-12
Miskowski, Kim	Teacher, K-12
Moore, Jennifer	Teacher, K-12
Roe, Teresa	Teacher, K-12
Dyal, Amy	Principal
Moore, Stan	SAC Member

Duties

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

The function of the School-Based Leadership Team (SBLT) is to analyze school-wide data to determine the effectiveness of Tier 1 instruction for all students. Data to be analyzed includes K-2 Foundations Assessments, K-6 Performance Matters benchmark assessments, and formal assessments such as FCAT 2.0 and high school EOCs. The principal is the leader of the meeting. Assistant principals attend the meetings in a support role for the principal. The reading/intervention coach serves to suggest effective interventions for Tier 1 instructional needs. The Intervention Team Facilitator is present to help ensure that the district's MTSS plan is followed. Lead teachers sometimes serve on the SBLT as a liaison to other teachers in their grade/content area grouping.

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

All K-10 and level 1 & 2 11th and 12th grade students will take a benchmark assessment 3 times per year. School-based leadership teams will meet after each assessment period to review student data. Quality of Tier 1 instruction will be analyzed within these meetings. Coaches are in place at each school and will focus upon supporting quality Tier 1 instruction in all content areas. District and school resources will be allocated based upon individual student needs.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Elizabeth Crane	Teacher
Lois Hughes	Education Support Employee
MaryAnn McPeek	Parent
Michelle Bradford	Parent
Alexandra Bautista	Business/Community
Lillian Benitez	Parent
Rohanie Patrone	Parent
Karen Giraldo	Parent
Alice Nenigar	Parent
Amy Dyal	Principal
Stan Moore	Teacher

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 2015-2016 school improvement plan was evaluated and approved at the October School Advisory Council meeting in 2015.

Development of this school improvement plan

The members are provided with the data regarding our school...FSA, Foundations Reading(K - 2), and Performance Matters Math (K - 6), Performance Matters Reading (gr. 3 - 6), and Performance Matters Science (gr. 4 - 6). We discuss the steps we are taking to make improvements and they provide input regarding the steps. Changes are made as necessary. SAC members vote how school recognition dollars are spent. The members of SAC feel free to express their opinions and provide possible solutions and resolutions as necessary.

Preparation of the school's annual budget and plan

The Coppergate Elementary school annual budget and plan was prepared by Amy Dyal, principal and presented at the June 2015 School Advisory Council meeting. The School Advisory Council reviewed the budget and approved the budget.

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

The Florida Legislature did not fund school improvement funds. We no longer have funds from last year.

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:

Name	Title
Dyal, Amy	Principal
Roche, Heather	Assistant Principal
Burris, Tracy	Teacher, K-12
Carmichael, Denise	Teacher, K-12
Deck, Julie	Teacher, K-12
Gilbert, Erika	Guidance Counselor
Godwin, Kelly	Teacher, K-12
Hildebrandt, June	Teacher, K-12
Mackey, Lynn	Teacher, K-12
Miskowski, Kim	Teacher, K-12
Moore, Jennifer	Teacher, K-12
Roe, Teresa	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

One of the major functions of the group is to ensure books are placed in the hands and homes of students and families without books in their homes. We have been collecting books for all ages that will be given to students and families during our Literacy Week in January and other times throughout the year. Also, other major initiatives are to increase the number of words read by each student and the grade levels, as well as increase the traffic in the media center through check-outs not only of students but also of parents and grandparents. The most major initiative is to increase the number of students READING for information as well as pleasure. With the implementation of the new Accelerated Reader STAR/ENTERPRISE, more data is provided when students are given the STAR assessment at the beginning, middle, and end of the year. The data is comparable to DRA and DAR.

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

Coppergate Elementary utilizes the Professional Learning Community weekly to encourage positive working relationships between teachers. Teachers review data and instruction during these sessions.

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

Coppergate Elementary utilizes the Professional Learning Community weekly to develop and retain highly-qualified, certified-in-field, effective teachers. Teachers review data and instruction during these sessions. Coppergate Elementary administration also participates in the yearly Clay County School District job fair to recruit highly-qualified, certified-in-field, effective teachers to Coppergate.

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

Coppergate Elementary utilizes the Professional Learning Community weekly to mentor teachers. Teachers review data and instruction during these sessions. Coppergate Elementary also pairs teachers who are working within the same grade level or department for mentoring. Coppergate Elementary also utilizes retired teachers, Sprint teachers, and curriculum specialists for mentoring.

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

District wide implementation of instructional materials with fidelity. Assurance that programs such as the Accelerated Reader program are scientifically researched based and aligned with the Florida Standards. Walk throughs, curriculum, CPALMs, lesson plan review, plc logs are implemented.

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

Core reading instruction is analyzed at the K-2 level using Foundation assessment data is accessed through the Focus and also within the Performance Matters data warehouse. In grades 3-10 (and level 1 & 2 11th and 12th grade), core reading and math instruction is analyzed using benchmark assessments within the Performance Matters system. Supplemental and intensive supports in reading, mathematics, science and writing are analyzed using in-program assessments, progress monitoring assessments available through Performance Matters, District-supplied assessments, and through teacher-selected progress monitoring assessments. District specialists and reading/intervention coaches provided engagement strategy training during pre-planning of the 2015 school year and will continue to provide support in this area throughout the year .The data sources utilized are and were FSA Reading, Math, Writing, Science, and Clay BUS data for the past year (s) as well as Foundation assessment data for this school year and past performance of students on Foundations Reading; Performance Matters data for math (K-6), Go Math (K-5), and Clay Writes data (K-6). The data management systems utilized is FOCUS and Performance Matters.

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: 1,080

Coppergate Elementary utilizes many programs to increase the amount and quality of learning time and help enrich and accelerate the curriculum. The following are some of the programs Coppergate has; The Garden club, run walk, art club, karate, student council, Teachers of Tomorrow, chorus, tutoring, drama club, Girl Scouts, Boy Scouts, Prymetime, and extended library time.

Strategy Rationale

By extending learning opportunities at Coppergate Elementary, we are able increase the students' knowledge in all fundamental of learning such as visual, auditory, and kinesthetic learning modalities.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Roche, Heather, hloroche@oneclay.net

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

Coppergate Elementary utilizes attendance sheets and student and parent feedback to determine the effectiveness of the strategy.

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

Most of our kindergarten students have been in preschool. In order to assist these students in the transition from preschool to an elementary school setting, during registration, tours of the school are conducted upon request. The first two days of kindergarten are staggered enrollment with the first day for students whose birthday occurs before February 1st of the current school year and the day two for the remainder of the students. During their staggered enrollment days, the students are oriented to the school, introduced to the staff, the cafeteria procedures, drop-off and pick-up procedures. Before school opens, orientation is conducted for the parents and students to meet the teacher, see the classroom and the entire school. and meet most of the remainder of the staff. We also conduct a parent only night for parents of kindergarteners. During the parent night, the parents meet the teacher who explains the rituals and routines. The teachers introduce the FL Standards and the kindergarten standard based report card to the parents.

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

n/a

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

n/a

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

n/a

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

n/a

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

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:

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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.

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.

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.** Increase faculty knowledge of Florida Standards.
- G2.** Increase student engagement in all content areas and grade levels.
- G3.** Increase students' writing skills through incorporating writing throughout every content area.

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. Increase faculty knowledge of Florida Standards. 1a

G071286

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

AMO Reading - All Students

Resources Available to Support the Goal 2

- Curriculum maps, CPALMS, PLCs, FLDOE website.

Targeted Barriers to Achieving the Goal 3

- Time

Plan to Monitor Progress Toward G1. 8

PLC logs and administrative assistance as needed

Person Responsible

Heather Roche

Schedule

Weekly, from 8/17/2015 to 5/27/2016

Evidence of Completion

PLC log

G2. Increase student engagement in all content areas and grade levels. 1a

G071287

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

AMO Reading - All Students

Resources Available to Support the Goal 2

- We have several staff members who serve as a resource for all staff. The professional library houses several books on student engagement. These are available for check out.

Targeted Barriers to Achieving the Goal 3

- Not all faculty members have the same comfort level in implementing student engagement strategies.

Plan to Monitor Progress Toward G2. 8

Data reports will be collected and reviewed

Person Responsible

Heather Roche

Schedule

Monthly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Data reports

G3. Increase students' writing skills through incorporating writing throughout every content area. 1a

G071288

Targets Supported 1b

Indicator	Annual Target
FAA Writing Proficiency	75.0

Resources Available to Support the Goal 2

- Being A Writer
- Science Journals
- Writing Journals

Targeted Barriers to Achieving the Goal 3

- Time for professional development

Plan to Monitor Progress Toward G3. 8

PLC logs will be collected for data purposes

Person Responsible

Heather Roche

Schedule

Weekly, from 8/17/2015 to 5/27/2016

Evidence of Completion

PLC logs will be collected for data purposes and reviewed.

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. Increase faculty knowledge of Florida Standards. **1**

 G071286

G1.B1 Time **2**

 B185951

G1.B1.S1 With increasing demands on teachers' time, it is difficult for teachers to increase their knowledge of the FL Standards. The FL Standards can change from year to year which leads to teachers having to relearn the standards. **4**

 S197357

Strategy Rationale

With increasing demands on teachers' time, it is difficult for teachers to increase their knowledge of the FL Standards.

Action Step 1 **5**

Professional Learning Communities

Person Responsible

Heather Roche

Schedule

Weekly, from 8/17/2015 to 5/27/2016

Evidence of Completion

PLC logs

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

PLC logs

Person Responsible

Heather Roche

Schedule

Weekly, from 8/21/2014 to 5/28/2015

Evidence of Completion

PLC logs

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

PLC logs

Person Responsible

Heather Roche

Schedule

On 5/28/2015

Evidence of Completion

Review of PLC logs

G2. Increase student engagement in all content areas and grade levels. 1

G071287

G2.B1 Not all faculty members have the same comfort level in implementing student engagement strategies. 2

B185952

G2.B1.S1 Monthly Data meetings with each grade level 4

S197358

Strategy Rationale

By meeting monthly teachers and administration will be able to assist each other in increasing student engagement in all content areas.

Action Step 1 5

Monthly Data Meetings with each grade level

Person Responsible

Heather Roche

Schedule

Monthly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Attendance sheets and data reports from the monthly meetings

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

Data reports will be monitored monthly to see student growth

Person Responsible

Heather Roche

Schedule

Monthly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Data reports

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

Monthly data meetings will be held

Person Responsible

Heather Roche

Schedule

Monthly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Data reports

G3. Increase students' writing skills through incorporating writing throughout every content area. 1

 G071288

G3.B1 Time for professional development 2

 B185953

G3.B1.S1 Weekly PLC meetings 4

 S197359

Strategy Rationale

By meeting weekly teachers will be able collaborate on how to implement Being a Writer and use of writing and science journals.

Action Step 1 5

Teachers will meet weekly for PLCs.

Person Responsible

Heather Roche

Schedule

Weekly, from 8/17/2015 to 5/27/2016

Evidence of Completion

PLC logs

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

Administration will review PLC logs

Person Responsible

Heather Roche

Schedule

Weekly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Teachers will submit PLC logs for weekly review. Administration will provide feedback.

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

PLC logs will be monitored and reviewed

Person Responsible

Heather Roche

Schedule

Weekly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Administration will review PLC logs

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	Professional Learning Communities	Roche, Heather	8/17/2015	PLC logs	5/27/2016 weekly
G2.B1.S1.A1	Monthly Data Meetings with each grade level	Roche, Heather	8/17/2015	Attendance sheets and data reports from the monthly meetings	5/27/2016 monthly
G3.B1.S1.A1	Teachers will meet weekly for PLCs.	Roche, Heather	8/17/2015	PLC logs	5/27/2016 weekly
G1.MA1	PLC logs and administrative assistance as needed	Roche, Heather	8/17/2015	PLC log	5/27/2016 weekly
G1.B1.S1.MA1	PLC logs	Roche, Heather	8/21/2014	Review of PLC logs	5/28/2015 one-time
G1.B1.S1.MA1	PLC logs	Roche, Heather	8/21/2014	PLC logs	5/28/2015 weekly
G2.MA1	Data reports will be collected and reviewed	Roche, Heather	8/17/2015	Data reports	5/27/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.MA1	Monthly data meetings will be held	Roche, Heather	8/17/2015	Data reports	5/27/2016 monthly
G2.B1.S1.MA1	Data reports will be monitored monthly to see student growth	Roche, Heather	8/17/2015	Data reports	5/27/2016 monthly
G3.MA1	PLC logs will be collected for data purposes	Roche, Heather	8/17/2015	PLC logs will be collected for data purposes and reviewed.	5/27/2016 weekly
G3.B1.S1.MA1	PLC logs will be monitored and reviewed	Roche, Heather	8/17/2015	Administration will review PLC logs	5/27/2016 weekly
G3.B1.S1.MA1	Administration will review PLC logs	Roche, Heather	8/17/2015	Teachers will submit PLC logs for weekly review. Administration will provide feedback.	5/27/2016 weekly

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. Increase faculty knowledge of Florida Standards.

G1.B1 Time

G1.B1.S1 With increasing demands on teachers' time, it is difficult for teachers to increase their knowledge of the FL Standards. The FL Standards can change from year to year which leads to teachers having to relearn the standards.

PD Opportunity 1

Professional Learning Communities

Facilitator

School Administration

Participants

All certified faculty members

Schedule

Weekly, from 8/17/2015 to 5/27/2016

G2. Increase student engagement in all content areas and grade levels.

G2.B1 Not all faculty members have the same comfort level in implementing student engagement strategies.

G2.B1.S1 Monthly Data meetings with each grade level

PD Opportunity 1

Monthly Data Meetings with each grade level

Facilitator

Heather Roche

Participants

All teachers

Schedule

Monthly, from 8/17/2015 to 5/27/2016

G3. Increase students' writing skills through incorporating writing throughout every content area.

G3.B1 Time for professional development

G3.B1.S1 Weekly PLC meetings

PD Opportunity 1

Teachers will meet weekly for PLCs.

Facilitator

Heather Roche

Participants

All teachers

Schedule

Weekly, from 8/17/2015 to 5/27/2016

Technical Assistance Items

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

Budget

Budget Data							
1	G1.B1.S1.A1	Professional Learning Communities					\$0.00
2	G2.B1.S1.A1	Monthly Data Meetings with each grade level					\$691.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16	
			District-Wide	General Fund		\$691.00	
			<i>Notes: Professional Development Funds will be spent on student engagement resources and instructional tools to support the Florida Standards.</i>				
3	G3.B1.S1.A1	Teachers will meet weekly for PLCs.					\$0.00
						Total:	\$691.00