

Branford Elementary School



2014-15 School Improvement Plan

Branford Elementary School

26801 STATE ROAD 247, Branford, FL 32008

www.suwannee.k12.fl.us/bes

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
44%

Alternative/ESE Center
No

Charter School
No

Minority
15%

School Grades History

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

School Board Approval

This plan is pending approval by the Suwannee 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	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	16
Goals Summary	16
Goals Detail	16
Action Plan for Improvement	19
Appendix 1: Implementation Timeline	25
Appendix 2: Professional Development and Technical Assistance Outlines	26
Professional Development Opportunities	27
Technical Assistance Items	28
Appendix 3: Budget to Support Goals	29

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

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

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Suwannee County Schools will educate all students in a safe and supportive learning environment that will develop life-long learners and productive citizens.

Provide the school's vision statement

All of our students in Suwannee County Schools will receive a quality education and be prepared for successful careers and higher education opportunities.

School Environment

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

Our Character Education Program builds positive relationships between students and their teachers. Students with outstanding character traits are given special recognition by their teacher and then on the morning news. Positive behavior referrals are also awarded by the principal or assistant principal. Also, at the end of each month, a student that is recognized for having an outstanding character trait gets to eat lunch with the guidance counselor.

Students at BES also participate in Student Council. Officers are chosen from grade five and classroom representatives are chosen from grades 3-4.

Success Wednesdays are just one more way that BES builds relationships between teachers and students. During Success Wednesdays, students celebrate each others achievements and accomplishments. Teachers select students once per month to be recognized and by the end of the school year ALL students will be recognized. Students are called up on stage and receive an award for their achievements. This award and recognition is for a trait other than academics.

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

The safety of our children is our first priority. With this in mind, Branford Elementary has installed a new keyless entry system for the school. Teachers and staff must use an ID badge to enter and exit the building. Along with this new keyless entry system we have also purchased a new security system for student's safety known as The Raptor System. This system enables the school to background search individuals at the scan of an ID. We also have a sign in/ sign out policy which indicates the whereabouts of all volunteers/ visitors on campus. Before school and after school all exterior doors are locked.

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

CHAMPS is the schoolwide behavioral plan currently used at BES. CHAMPS includes a plan of action for all areas of the school giving explicit instruction for students to follow. Expectations include: procedures for correcting behavior, positive recognition, procedures for transitioning, as well as the need for assistance. All BES personnel are given training in the CHAMPS program during

preplanning to ensure that proper protocols and clear behavioral expectations are both consist and are fairly enforced throughout the school.

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

BES offers a number of counseling and mentoring opportunities for students. With a full time guidance counselor on campus, Meridian counseling, as well as counselors from the Corner Dug Store BES is well equipped to meet the needs of our students.

Our fifth grade student council students mentor younger students during their special area time. This may include helping them with their academics or just providing someone to talk to.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

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

Description

Please see on-line parent involvement plan for 2014-15.

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

Branford Elementary School is supported by its SAC committee members, which consists of both parents and local community business partnerships. EDMODO, IRIS Alerts, and the REMIND101 systems are use to keep parents and business partners informed of upcoming events. Messages through these systems keep parents aware of school meetings.

BES also has a parent liaison committed to providing excellent opportunities to support our school. She is available to help bridge the gap between home and school.

Effective Leadership

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

School Leadership Team

Membership

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

Name	Title
Barrs, Jennifer	Principal
Busch, Stephenie	Assistant Principal

Duties

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

Principal: Provides a common vision for the use of data-based decision making, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school based RtI plans and activities.

Assistant Principal: Role of the AP is to work in collaboration with the principal to ensure that RtI goals are implemented.

Select General Education Teacher: Provides information about core instruction; participates in student data collection; delivers Tier 1 instruction/intervention; implement and collaborates with other staff to implement Tier 2 and Tier 3 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

School Counselor: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students, and links child-serving community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

Reading Coach: Evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum assessment and intervention approaches; assists with whole school screening programs that provide early intervening data to help identify children to be considered "at risk"; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; provides support for assessment and implementation monitoring; provides guidance on K-5 reading plan; and supports the implementation of Tier 1, Tier 2 and Tier 3 intervention plans.

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

Exceptional Student Education Teacher: Collaborates with general education teachers to integrate core instructional activities/materials into Tier 3 instruction.

Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills. Collaborates with general educational teacher to integrate activities/materials into Tier 2/3 instruction.

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

BES's response to intervention model is a process designed for teachers to help students succeed in the general education setting. Through the use of a team-based approach, educators work together to develop effective strategies for improving student difficulties. Students progress through core instruction is monitored monthly by reviewing data at grade level meetings. When a student is not successful at grade level instruction, assessments are used to determine the skills that are lacking and a child is placed in Response to Intervention. Tier 2 interventions are implemented for 4 to 6 weeks in small groups of 3-5 students for 20 -40 minutes. Progress is monitored at least monthly. If a student is not responding to intervention or the progress is not at a rate in comparison to peer then the student is moved to Tier 3. Students who are moved to Tier 3 are given different interventions which are more intensive or delivered with increased duration. Tier 3 interventions are delivered on a 1-3 student group size. Tier 3 interventions are implemented for 4-6 weeks with progress monitoring assessed at least twice a month. BES receives no funding or additional personnel to implement RTI.

Title I, Part A

Title 1, will be utilized to provide Academic Coaches at three Title 1 schools. Funds will also provide paraprofessional at the Title 1 school to given additional help to students a level 1 or 2 on FCAT. Title 1, Title 1 Part A is also used to provide a District Wide Math Coach, and a teacher for the Opportunity School to serve all schools in the District.

Title I, Part C- Migrant

School based administrators will observe the use of common core standards in all classrooms. This initiative is funded by Title I Part C and district professional development funds. ALL activities funded by Title I Part C will be supplementary and will not supplant existing State- and District-funded and required services.

Title I Part C funds are used for a Migrant Coordinator, Migrant Tutors, Migrant paraprofessional and to purchase license for Accelerated Reading Enterprise-English in a Flash,additional computers and other supplies needed for migrant students.

Title II

School based administrators will observe the use of common core standards in all classrooms. This initiative is funded by Title II Part A funds are used to fund three Reading Coaches, travel, consultants and the district's professional development funds. ALL activities funded by Title III will be supplementary and will not supplant existing State- and District-funded and required services.

Title III

Funds from Title III Part A are used to provide tutors for ELL students, purchased instructional materials and software for ELL students. All activities funded by Title III will be supplementary and will not supplant existing State and District funded and required services.

Title X- Homeless

Title X Homeless funds are used to provide supplies, dues, field trip fund and other needs for Homeless students.

Supplemental Academic Instruction (SAI)

n/a

Violence Prevention Programs

n/a

Nutrition Programs

Branford Elementary is a CEO school

Housing Programs

n/a

Head Start

n/a

Adult Education

n/a

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Jennifer Barrs	Principal
Stephenie Busch	Principal
Stephanie Knighton	Teacher
Debra Hatch	Teacher
Amanda Harris	Education Support Employee
Ana Delgado	Education Support Employee
David Barnes	Education Support Employee
Aleshia Terry	Business/Community
Stephanie Dampier	Business/Community
Kathy Woolard	Business/Community
Rod Boone	Parent
Caroline Hill	Parent
Carla Bryant	Parent

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

SAC members review outcomes of the prior year and help school personnel set goals for the current year. Throughout the year SAC members continue to discuss the plan, as well as, discuss possible improvements that may be made to the plan.

Development of this school improvement plan

SAC members review outcomes of the prior school year and help school personnel to set goals for the current year. Throughout the year school personnel share progress monitoring data with SAC members and discussion centers around improvement strategies. Also, the council helps the school make decisions with a parent/community perspective.

Preparation of the school's annual budget and plan

Last year the SAC committee approved a plan that included the purchase of the math IXL program for 5th graders. The SAC budget is reviewed with the committee, however funds are not allocated to our school any longer so the balance carried forward is the only funding available.

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

Funds are not allocated for our school, the fund balance is a carry over from year past.

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

Yes

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

Literacy Leadership Team (LLT)

Membership

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

Name	Title
Barrs, Jennifer	Principal
Busch, Stephenie	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

First, the effective implementation of the new Florida standards for grades K-5, concentrating on the areas of reading and writing.

Then, the LLT will monitor best practices during iii time due to loss of improvement in reading for students in the bottom quartile. An hour has been designated for K-2's Rti time. Additional support staff has been allocated to the teachers during this time.

Also, the team will guide the implementation of performance based tasks in all content areas (daily writing in every classroom).

The LLT will strive to increase the number of students and parents involved in our school wide book swaps by holding them at different times throughout the year.

Finally, the LLT will evaluate the implementation of AR and use of AR goals to broaden the number of students reaching their reading goals.

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

BES provides teachers with collaborative planning schedules to support best practices throughout each grade level. Response to Intervention or RTi time allows for co-teaching opportunities daily, and GLMs or Grade Level Meetings are scheduled with grade level teachers, academic coach, guidance counselors, as well as, administration in order to enhance communication.

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

1. Dr. Brothers director of HR attends job fairs and contacts local universities regarding graduates
2. New teacher orientation with school administration, Principal and AP
3. Year-long mentor program for new teachers, mentors have clinical education training, Principal and AP
4. Required monthly meetings with new teachers and administration, Principal and AP
5. Positive communication between effective teachers and administration in the way of notes and cards
6. Effective teachers are encouraged to develop into peer leaders

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

All first year teachers are paired with a veteran teacher of the same grade who has clinical education training. Some of the activities include: provide "how tos" for specific needs such as teaching, class organization, classroom management, parent conferences, do class demonstrations, share ideas, observe and give feedback, recognize effort and results, provide options that make teacher feel more comfortable, co-teach a lesson, give on-going personnel support, connect teachers with other teachers, arrange for teacher observation, ensure that teacher has all available resources they need, listen and

honor teacher concerns, remember that no problem is too insignificant, feedback from classroom walkthroughs/observations via administration, and required monthly meetings with administration.

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

Each year prior to adoption of a core curriculum our school receives sample materials from each state approved vendor. Grade levels review the materials and follow a checklist to ensure all important components are present, including how aligned to the standards they are. Each area is rated from 1 to 5. Once each elementary school in the district has reviewed the material, administration sets up a meeting with the top three choices. Representatives from each company come to present their materials to a group of teachers from each grade level in each school. After the presentations the individual schools make a final ranking of the top three. Then the principals from each elementary school meet to determine the top selection of the district.

Each summer a group of teachers from each grade level work to create pacing guides/curriculum maps to ensure teachers are focused on teaching the Florida Standards. If the core instructional program is weak in an area these teachers look for supplemental material to support their content.

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

BES uses prior FCAT scores and/or prior district progress monitoring data to determine areas of weakness as a school, class and individual student. As the school year progresses we continue to progress monitor at the end of each nine weeks using standards based assessments. When teachers look at students who have not mastered a skill using classroom data and/or PM data, they immediately develop a plan to re-mediate using supplemental materials in order to present the skill in a different manner.

Students who are typically 2 years behind are placed in Tier 3 interventions and students generally 1 year behind receive Tier 2 interventions. Extended small group time is utilized for these two groups of students.

Students who are scoring proficient but are not making learning gains are also pulled into groups during our RTI time to allow for extension activities. These activities provide curriculum at an advanced level to increase student growth.

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

Strategy: After School Program

Minutes added to school year:

Strategy Rationale

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Data that is or will be collected and how it is analyzed to determine 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

At Branford Elementary all incoming kindergarten students are assessed prior to or upon entering kindergarten in order to ascertain individual and group needs and to assist in instructional/intervention programs. All students are assessed in the area of letter knowledge, numbers up to 12, counting objects, basic colors, shapes, rhyming words and blending. Data is used to plan for instruction until FAIR and/or FLKRS is completed. Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice. Time is also allocated for students who are emergent readers in order to extend their learning.

Prek teachers who are housed at BES attend professional development opportunities with the kindergarten teachers to allow for collaboration and goal setting.

BES participates yearly in vertical planning with our middle school to help foster communication. The teachers discuss outgoing 5th graders and how to better prepare students for 6th grade. During these meetings the primary topics include strategies, best practices and curriculum alignment.

College and Career Readiness

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

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

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

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

School Improvement Goals


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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Increase the number of students making learning gains in core areas by using targeted interventions through the Response to Intervention process.
- G2.** Improve daily average attendance rates in grades kindergarten to fifth.

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 the number of students making learning gains in core areas by using targeted interventions through the Response to Intervention process. 1a

G048833

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	78.0

Resources Available to Support the Goal 2

- Principal
- Assistant Principal
- Academic Coach
- Guidance Counselor
- SRA Intervention Materials
- Language for Learning Program
- Wonders Tier 2 Interventions
- School Psychologist

Targeted Barriers to Achieving the Goal 3

- Teacher knowledge of effective instruction during a small group setting.
- Utilizing resources (curriculum and personnel) to correctly target specific student needs.

Plan to Monitor Progress Toward G1. 8

Monthly classroom walkthrough spreadsheets, district progress monitoring data, RTI individual student data. classroom grades, FSA

Person Responsible

Stephenie Busch

Schedule

Monthly, from 9/1/2014 to 5/11/2015

Evidence of Completion

Classroom walkthrough spreadsheet, RTI data sheets turned in at grade level meetings, and progress monitoring data for individual students, Focus gradebook, FSA

G2. Improve daily average attendance rates in grades kindergarten to fifth. 1a

G043209

Targets Supported 1b

Indicator	Annual Target
Attendance rate	95.0

Resources Available to Support the Goal 2

- Principal
- Assistant Principal
- Guidance Counselor
- District Truancy Coordinator

Targeted Barriers to Achieving the Goal 3

- Education of parents on the understanding of compulsory attendance law.
- Students lack of motivation to attend school.

Plan to Monitor Progress Toward G2. 8

Weekly administration meetings to track individual student attendance, chart for classroom attendance, district progress monitoring assessments, FSA

Person Responsible

Stephenie Busch

Schedule

Weekly, from 9/19/2014 to 5/29/2015

Evidence of Completion

Weekly attendance reports, parents conference documentation, attendance graphs, district progress monitoring data, FSA, graph in great hall, teacher feedback

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 the number of students making learning gains in core areas by using targeted interventions through the Response to Intervention process. **1**

 G048833

G1.B1 Teacher knowledge of effective instruction during a small group setting. **2**

 B121951

G1.B1.S1 Provide teachers with professional development on how form and manage the class while pulling small groups. **4**

 S133894

Strategy Rationale

Based on classroom walkthroughs and conversation with teachers, many have not been trained in Reading First, FRI, or how to effectively manage the class while pulling small groups. If teachers are aware of what meaningful activities other students can complete while they are working with a small group, the entire class should continue to grow.

Action Step 1 **5**

Provide teachers with professional development in the area of managing effective small groups/ centers.

Person Responsible

Jennifer Barrs

Schedule

Quarterly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Classroom walkthrough data using the Copeland evaluation tool looking for students being actively engaged in meaningful and relevant activities, along with differentiation of groups.

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

Weekly classroom walkthroughs from administration and academic coach. Conversations with teachers during grade level meetings twice per month and monitoring RTI data on all Tier 2 and Tier 3 students.

Person Responsible

Jennifer Barrs

Schedule

Weekly, from 9/30/2014 to 6/3/2015

Evidence of Completion

Classroom walkthrough data using the Copeland evaluation tool looking for students being actively engaged in meaningful and relevant activities, along with differentiation of groups.

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

Along with classroom walkthroughs, RTI data sheets are turned in monthly by classroom teachers during the grade level meetings. Also, during these meetings STAR and our district progress monitoring data will be reviewed.

Person Responsible

Stephenie Busch

Schedule

Monthly, from 9/30/2014 to 5/29/2015

Evidence of Completion

Classroom walkthrough spreadsheet, RTI data sheets turned in at grade level meetings, and progress monitoring data.

G1.B2 Utilizing resources (curriculum and personnel) to correctly target specific student needs. 2

B121956

G1.B2.S1 Administrators, academic coach and teacher "experts" in specific content will help classroom teachers determine targeted intervention/extension activities based on diagnostic assessments or prior standardized assessments. 4

S134002

Strategy Rationale

By choosing targeted interventions/extensions based on diagnostic data teachers should be able to increase student growth by closing learning gaps and accelerating our top performers.

Action Step 1 5

Data meetings with classroom teachers two times per month to review diagnostic assessments and progress monitoring data, as well as, conversations with teachers to determine appropriate activities that are student specific.

Person Responsible

Jennifer Barrs

Schedule

Biweekly, from 9/15/2014 to 5/29/2015

Evidence of Completion

Lesson plans indicating small group work, classroom walkthrough data linked to Copeland Evaluation tool (actively engaged in learning with a positive environment), agenda/minutes during grade level meetings, Rti data sheets, district progress monitoring data

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Data meetings with classroom teachers two times per month during grade level meetings to review strategic plan created for each student. Review progress monitoring data, as well as, conversations with teachers to determine the effectiveness of the development plan.

Person Responsible

Jennifer Barrs

Schedule

Biweekly, from 9/25/2014 to 6/2/2015

Evidence of Completion

Lesson plans indicating small group work, classroom walkthrough data linked to Copeland Evaluation tool (actively engaged in learning in a positive environment), agenda/minutes during grade level meetings, Rti data sheets, district progress monitoring data

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Conversations with teachers to discuss RTI data, district progress monitoring data, classroom grades and observations through classroom walkthroughs

Person Responsible

Jennifer Barrs


Schedule

Biweekly, from 9/25/2014 to 6/1/2015


Evidence of Completion

Lesson plans indicating small group work, classroom walkthrough data linked to Copeland Evaluation tool (actively engaged in learning in a positive environment), agenda/minutes during grade level meetings, Rti data sheets, district progress monitoring data, classroom grades, FSA

G2. Improve daily average attendance rates in grades kindergarten to fifth. 1

 G043209

G2.B1 Education of parents on the understanding of compulsory attendance law. 2

 B105679

G2.B1.S1 Parent conferences to education them on the legislation regarding attendance and develop a plan to improve attendance, providing support to the family when needed. 4

 S116983

Strategy Rationale

By meeting with parents to discuss the importance of school, while explaining the legislation and providing support, we can develop a plan to increase student attendance.

Action Step 1 5

The administration will meet with parents who are not following the compulsory attendance law to discuss reasons for the student absences. Provide support and assistance when possible.

Person Responsible

Stephenie Busch

Schedule

Weekly, from 9/12/2014 to 5/15/2015

Evidence of Completion

Completed conference form signed by administration and parent.

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

Administration will meet to review conference documentation and student attendance data from Focus.

Person Responsible

Stephenie Busch

Schedule

Monthly, from 9/19/2014 to 5/29/2015

Evidence of Completion

Completed parent conference form with attendance record attached.

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

Weekly administration meetings to track student attendance, and parent surveys.

Person Responsible

Stephenie Busch

Schedule

Monthly, from 9/19/2014 to 5/29/2015

Evidence of Completion

Ending school attendance rate, monthly attendance report of absences and tardies

G2.B2 Students lack of motivation to attend school. 2

B105680

G2.B2.S1 Develop incentives to increase student motivation for attending school. 4

S137263

Strategy Rationale

By encouraging students to attend school regularly, student achievement will increase.

Action Step 1 5

Create an attendance board in the great hall to track daily attendance of each class kg to fifth grade. When a class has perfect attendance the teacher submits the name to the front office and receives a tag on their graph. The class(s) who has the most tags at the end of the month in each grade level wins a certificate and a treasure chest at Success Wednesday.

Person Responsible

Stephenie Busch

Schedule

Weekly, from 9/5/2014 to 5/15/2015

Evidence of Completion

The attendance chart in the great hall with the numbers of days of perfect attendance for each class.

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

The secretary and guidance counselor help keep the tags up to date on the graph in the great hall. Teachers are reminded to turn in their classes name each morning they have perfect attendance.

Person Responsible

Jennifer Barrs

Schedule

Daily, from 8/18/2014 to 6/1/2015

Evidence of Completion

The attendance chart in the great hall with the numbers of days of perfect attendance for each class. Class certificates and treasure chest each early release Wed.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

During weekly administration meetings, review daily attendance rates. Review specific students attendance records.

Person Responsible

Stephenie Busch

Schedule

Weekly, from 8/25/2014 to 6/1/2015

Evidence of Completion

The attendance chart in the great hall with the numbers of days of perfect attendance for each class. The attendance chart in the great hall with the numbers of days of perfect attendance for each class. Class certificates and treasure chest each early release Wed. Notes from weekly administration meetings.

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
G2.B1.S1.A1	The administration will meet with parents who are not following the compulsory attendance law to discuss reasons for the student absences. Provide support and assistance when possible.	Busch, Stephenie	9/12/2014	Completed conference form signed by administration and parent.	5/15/2015 weekly
G1.B1.S1.A1	Provide teachers with professional development in the area of managing effective small groups/centers.	Barrs, Jennifer	9/1/2014	Classroom walkthrough data using the Copeland evaluation tool looking for students being actively engaged in meaningful and relevant activities, along with differentiation of groups.	5/29/2015 quarterly
G1.B2.S1.A1	Data meetings with classroom teachers two times per month to review diagnostic assessments and progress monitoring data, as well as, conversations with teachers to determine appropriate activities that are student specific.	Barrs, Jennifer	9/15/2014	Lesson plans indicating small group work, classroom walkthrough data linked to Copeland Evaluation tool (actively engaged in learning with a positive environment), agenda/minutes during grade level meetings, Rti data sheets, district progress monitoring data	5/29/2015 biweekly
G2.B2.S1.A1	Create an attendance board in the great hall to track daily attendance of each class kg to fifth grade. When a class has perfect attendance the teacher submits the name to the front office and receives a tag on their graph. The class(s) who has the most tags at the end of the month in each grade level wins a certificate and a treasure chest at Success Wednesday.	Busch, Stephenie	9/5/2014	The attendance chart in the great hall with the numbers of days of perfect attendance for each class.	5/15/2015 weekly
G1.MA1	Monthly classroom walkthrough spreadsheets, district progress monitoring data, RTI individual student data. classroom grades, FSA	Busch, Stephenie	9/1/2014	Classroom walkthrough spreadsheet, RTI data sheets turned in at grade level meetings, and progress monitoring data for individual students, Focus gradebook, FSA	5/11/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1	Along with classroom walkthroughs, RTI data sheets are turned in monthly by classroom teachers during the grade level meetings. Also, during these meetings STAR and our district progress monitoring data will be reviewed.	Busch, Stephenie	9/30/2014	Classroom walkthrough spreadsheet, RTI data sheets turned in at grade level meetings, and progress monitoring data.	5/29/2015 monthly
G1.B1.S1.MA1	Weekly classroom walkthroughs from administration and academic coach. Conversations with teachers during grade level meetings twice per month and monitoring RTI data on all Tier 2 and Tier 3 students.	Barrs, Jennifer	9/30/2014	Classroom walkthrough data using the Copeland evaluation tool looking for students being actively engaged in meaningful and relevant activities, along with differentiation of groups.	6/3/2015 weekly
G1.B2.S1.MA1	Conversations with teachers to discuss RTI data, district progress monitoring data, classroom grades and observations through classroom walkthroughs	Barrs, Jennifer	9/25/2014	Lesson plans indicating small group work, classroom walkthrough data linked to Copeland Evaluation tool (actively engaged in learning in a positive environment), agenda/minutes during grade level meetings, Rti data sheets, district progress monitoring data, classroom grades, FSA	6/1/2015 biweekly
G1.B2.S1.MA1	Data meetings with classroom teachers two times per month during grade level meetings to review strategic plan created for each student. Review progress monitoring data, as well as, conversations with teachers to determine the effectiveness of the development plan.	Barrs, Jennifer	9/25/2014	Lesson plans indicating small group work, classroom walkthrough data linked to Copeland Evaluation tool (actively engaged in learning in a positive environment), agenda/minutes during grade level meetings, Rti data sheets, district progress monitoring data	6/2/2015 biweekly
G2.MA1	Weekly administration meetings to track individual student attendance, chart for classroom attendance, district progress monitoring assessments, FSA	Busch, Stephenie	9/19/2014	Weekly attendance reports, parents conference documentation, attendance graphs, district progress monitoring data, FSA, graph in great hall, teacher feedback	5/29/2015 weekly
G2.B1.S1.MA1	Weekly administration meetings to track student attendance, and parent surveys.	Busch, Stephenie	9/19/2014	Ending school attendance rate, monthly attendance report of absences and tardies	5/29/2015 monthly
G2.B1.S1.MA1	Administration will meet to review conference documentation and student attendance data from Focus.	Busch, Stephenie	9/19/2014	Completed parent conference form with attendance record attached.	5/29/2015 monthly
G2.B2.S1.MA1	During weekly administration meetings, review daily attendance rates. Review specific students attendance records.	Busch, Stephenie	8/25/2014	The attendance chart in the great hall with the numbers of days of perfect attendance for each class. The attendance chart in the great hall with the numbers of days of perfect attendance for each class. Class certificates and treasure chest each early release Wed. Notes from weekly administration meetings.	6/1/2015 weekly
G2.B2.S1.MA1	The secretary and guidance counselor help keep the tags up to date on the graph in the great hall. Teachers are reminded to turn in their classes name each morning they have perfect attendance.	Barrs, Jennifer	8/18/2014	The attendance chart in the great hall with the numbers of days of perfect attendance for each class. Class certificates and treasure chest each early release Wed.	6/1/2015 daily

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 the number of students making learning gains in core areas by using targeted interventions through the Response to Intervention process.

G1.B1 Teacher knowledge of effective instruction during a small group setting.

G1.B1.S1 Provide teachers with professional development on how form and manage the class while pulling small groups.

PD Opportunity 1

Provide teachers with professional development in the area of managing effective small groups/ centers.

Facilitator

Amanda Johnson-Academic Coach Support from teacher leaders who can model effective small group management.

Participants

All teachers in grades kg to 5th grade, and paraprofessionals.

Schedule

Quarterly, from 9/1/2014 to 5/29/2015

G1.B2 Utilizing resources (curriculum and personnel) to correctly target specific student needs.

G1.B2.S1 Administrators, academic coach and teacher "experts" in specific content will help classroom teachers determine targeted intervention/extension activities based on diagnostic assessments or prior standardized assessments.

PD Opportunity 1

Data meetings with classroom teachers two times per month to review diagnostic assessments and progress monitoring data, as well as, conversations with teachers to determine appropriate activities that are student specific.

Facilitator

Jennifer Barrs, Stephenie Busch, Amanda Johnson

Participants

All classroom teachers in grades prek-5, support facilitator, ESE teacher and paraprofessionals.

Schedule

Biweekly, from 9/15/2014 to 5/29/2015

Technical Assistance Items

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

Budget Rollup

Summary	
Description	Total
Goal 2: Improve daily average attendance rates in grades kindergarten to fifth.	250
Grand Total	250

Goal 2: Improve daily average attendance rates in grades kindergarten to fifth.		
Description	Source	Total
B2.S1.A1 - Used to purchase supplies for certificates, rewards for attendance	General Fund	250
Total Goal 2		250