

School District of Osceola County, FL

Deerwood Elementary School



2015-16 School Improvement Plan

Deerwood Elementary School

3701 MARIGOLD AVE, Kissimmee, FL 34758

www.osceola.k12.fl.us

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	70%
Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	88%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	D*	C	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 Osceola 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	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Challenging every individual to reach their full potential.

Provide the school's vision statement

Our vision is to create a learning-focused culture wherein all stakeholders accept personal responsibility for the learning of every child.

School Environment

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

Students will receive a survey that will provide the school with information about student culture. Results will then be reviewed by staff.

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

The students, parents and teachers will be given a survey where they will be allowed to express how safe and respected they feel and what they suggest can be done by the school to improve that environment.

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

The school is initiating the implementation of a proactive and positive approach to classroom management developed by Dr. Randy Sprick, CHAMPS. Staff will teach desired behaviors throughout the school and reinforce their display.

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

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

In addition to tracking student attendance, number of suspensions, course failure, and students who score a level 1 on statewide assessments in ELA and mathematics, we also document and track the number of students that have been retained in K-5.

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	12	21	20	13	9	9	84
One or more suspensions	0	0	1	0	1	2	4
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	1	1	2

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

Indicator	Grade Level		Total
	4	5	
Students exhibiting two or more indicators	1	2	3

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

The leadership team, comprised of the Principal, Assistant Principal, Reading Coach, Math/Science Coach/LRS, Guidance Counselor, and ESOL Compliance Specialist and other stakeholders will develop a rapport with each student exhibiting two or more early warning indicators. Furthermore, teacher will be made aware of these high-risk students and will be offered additional support to promote student success.

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

Deerwood Elementary strives to involve parents in meaningful ways through educational activities and events that will help their child, and our students, reach their highest potential. Parental involvement has been historically limited due to the other demands placed upon our parents/guardians. However, we continually seek to find new, or improved ways of partnering with parents to help our students become successful. Please review our school's PIP for more information regarding parental involvement.

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

The school has a liaison that works directly with our community to build partnerships. The liaison goes out to the community and meets with community/business leaders and works on developing the

partnership. The school has also teamed up with the Title I department to develop a stronger relationship and presence with our parents.

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
Hayes, Jason	Principal
Dorries, Joann	Assistant Principal
Johnston, Kim	Other
Mescall, Donna	Other

Duties

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

The Principal guides the MTSS process and delegates tasks/responsibilities to other members of the Problem Solving Team. He serves as an instructional leader advising and modeling effective intervention practices and data monitoring. The Assistant Principal provides support to the Principal, meets with instructional staff, and serves on the Problem Solving Team. Both the Principal and Assistant Principal help guide academic and behavioral MTSS procedures. The Guidance Counselor helps facilitate Behavioral MTSS. She provides resources to the teachers and conducts behavioral interventions in the form of small behaviorally focused groups. She partners with the School Psychologists to ensure that behavioral paperwork is complete. The Reading Coach and Math Coach provide support to the teachers in regards to Academic MTSS. They jointly track student data, and assist teachers with progress monitoring. They provide resources and clarification/support, as needed for the teachers with struggling students. Each teacher is expected to monitor their students' progress and ensure that they are making adequate growth. If a student is not making adequate growth, the teacher is expected to remain in contact with the parents/guardians of the child, track student data utilizing STAR, offer appropriate interventions from a list provided by the administration, and track the effectiveness of those interventions.

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

We utilize, per county recommendation, STAR Enterprise. This program will enable us to track the effectiveness of core instruction, as well as, the impact of specific data-based intervention strategies. This program provides diagnostic information that allows us to focus on the needs of specific students, as well as, specific groups of students. The data collected will drive our core instruction and our MTSS interventions.

Title I, Part A: To ensure students requiring additional remediation are assisted; extended learning opportunities, such as before and/or after school programs, and/or Saturday and/or summer school, are offered. The district coordinates with Title II to ensure staff development needs are provided.

Reading and Math Coaches develop and lead programs based on Common Core Standards

curriculum/behavior assessment and intervention approaches.

Title I, Part C-Migrant: When migrant children are enrolled at our school, the Title I Migrant Center staff is available to ensure that all migrant students are given a fair and equitable opportunity to achieve a high quality education. They will be contacted to help meet the needs of Migrant students if enrolled at our school. These students will be afforded the same opportunities as all students. The liaison coordinates with Title I and other programs to ensure the student needs are met.

Title I Part D: When neglected and/or delinquent children are enrolled in our school, we will coordinate efforts with the Alt. Programs Department to ensure that all student needs are met.

VPK: The district's PreK Department coordinates this program to help students achieve school-readiness before entering Kindergarten.

Title III: The district's PreK Department coordinates this program to help students achieve school-readiness before entering Kindergarten.

Individuals with Disabilities Education Act (IDEA): The benefits of programs used to provide supplemental instruction at Deerwood are discussed with parents when developing an Individual Education Plan (IEP).

Title X: Through our guidance department, families identified as FIT are provided supplies, clothing, and other services as needed. To help eliminate barriers for education the District Homeless Education Liaison works with the school Fit Liaison to help define and protect the rights of homeless students to enroll in, attend, and succeed in our public school. For students identified as homeless under the McKinney-Vento Act, the Liaisons provides health and academic referrals as well as vouchers for resources such as, but not limited to, shoes, transportation, and school physicals.

Title II: Professional activities are facilitated and monitored by DWE resource teachers, as well as, district level professional development staff in relation to increasing parental involvement.

Professional Development is provided for PDA+, Math Solutions, and Marzano Research Laboratory. It is also used to focus on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation.

Nutritional Services: We work with Nutritional Services to provide healthy breakfast and lunch programs. Breakfast is free for all students. After school snacks are offered to students who take part in extended learning opportunities.

Violence Prevention Programs: Deerwood uses the school-wide BLAST program and incorporates the Stop Bullying Now program. Students and teachers are reminded of the BLAST guides during morning announcements and posters throughout the school. The Stop Bullying Now program is lead by the Assistant Principal. The Teachers are trained every year on the components of the program.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Jason Hayes	Principal
Rena Ramdeen	Parent
Joann Dorries	Principal
Louise Steuer	Education Support Employee
Martha Schwedler	Teacher
Diana Rosario	Education Support Employee
Aylleen Rosario	Parent
Brandi Derstine	Teacher
Joann Dorries	Principal
Alexandra Astodo	Parent
Alma Rodriguez	Parent
Wilnelia Ballester	Parent
Marimicus Moll	Parent
Shanique Tabios	Parent
Rosa Abdul-Malik	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

The SAC Committee provided crucial feedback and suggestions that influence and reform the school improvement plan. This year, the SAC Committee will meet monthly to discuss, and provide feedback and suggestions, regarding the function, policies, and procedures of Deerwood Elementary.

Development of this school improvement plan

1. Assists in developing or reviewing school vision.
2. Collects and analyzes external community data with internal school information for needs assessment.
3. Assists in the preparation and evaluation of the school improvement plan.
4. Advertises the final draft of the SIP/CIMS and conducts a public meeting for community suggestions and modification.

Budgeting and Personnel

1. Develops plan for expenditure and ensuring alignment of SIP/CIMS fund to specific school goal objectives.
2. Assists with the preparation of school's annual budget.
3. Approves proper SAC fund expenditure to ensure accordance with specific SIP/CIMS objectives.

Implementation

1. Communicate to community SIP implementation process.
2. Supports SIP/CIMS and assists principal and staff in implementation when appropriate.
3. Serves as community advocate and assists in public relations for SIP/CIMS Evaluation.
4. Provides ongoing review of progress toward implementation of SIP/CIMS goals.
5. Evaluates outcomes for success by monitoring short and long term objectives

Preparation of the school's annual budget and plan

Technology software and licenses
Science Olympiad/ Math Olympiad
Incentives for students
Supplies for Art and Music classes

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

None provided.

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
Hayes, Jason	Principal
Mescall, Donna	Other

Duties

Describe how the LLT promotes literacy within the school

The LLT will work to develop an even stronger culture of reading at Deerwood. It will do this by coordinating family nights focused on literacy and reading. The team will also expand the reading incentives programs to motivate students.

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

Grade level instructors will have at least 2 opportunities a month to hold data review meetings. During data meetings, teachers are guided through collaborative planning and for instruction. Teachers are going through a paradigm shift of looking at their rooms individually and more global for grade level.

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

We strive to recruit and and retained highly qualified teachers by partnering with HR, and other county personnel, to ensure that we maintain an excellent staff. The Principal, and Assistant Principal, interview candidates as a team to select individuals that we believe will help our students reach their highest potential.

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

New teachers are partnered with veteran teachers that have exhibited the ability to help students achieve and have a desire to assist those new to the teaching profession excel in facilitating an

environment where optimal student learning can transpire. All teachers are required to participate in PLC's where they can collaborate and learn from one another. During these sessions, teams set academic goals for their students, and, through reviewing the pertinent data, create learning paths to help the students achieve those goals.

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

Core instructional programs are provided by the district. Other curricular materials are reviewed by our leadership team to make sure they are aligned to Florida Standards.

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

The entire school is assessed at the beginning of the year in reading and math to obtain baseline data using STAR. From baseline data and teacher input, students are grouped in sections of need. Depending on how much support a student may need is how differentiation is developed for each classroom. Students who fall under Tier 3 intervention in reading may need a more comprehensive intervention which is provided by a certified teacher while support staff monitors the other children and provide Tier 1 and 2 support as needed. Students are reassessed monthly or bi-weekly depending on the type of support they are receiving.

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

Strategy: Extended School Day

Minutes added to school year: 1,600

Extended Learning is offered after school to assist in Math and Reading. For Reading, Treasures Intervention, National Geographic Explorer, and Edmentum are all utilized.

Strategy Rationale

The more support a student receives the higher the likelihood they will close the gap or surpass projected academic growth.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Dorries, Joann, dorriesj@osceola.k12.fl.us

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

The STAR assessment is given bi-weekly to track student progress.

Strategy: After School Program

Minutes added to school year:

Students who have significant academic deficiencies in reading or math will be provided after school tutoring.

Strategy Rationale

Provide additional support for our students with the most need.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Dorries, Joann, dorriesj@osceola.k12.fl.us

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

STAR assessments monthly.

Strategy: After School Program

Minutes added to school year:

Students will stay after school to participate in clubs related to curriculum or arts.

Strategy Rationale

Provide opportunities for enrichment.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Dorries, Joann, dorriesj@osceola.k12.fl.us

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

STAR assessments monthly.

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

During the month of May, students and families are invited to attend our annual Kindergarten Registration Round-Up which provides all incoming kindergartners with an opportunity to meet our staff, tour our school, and to attend a presentation which outlines the curriculum expectations and daily schedule, along with addressing any questions. Once students are in kindergarten, they are assessed in mid-September utilizing FLKRS and FAIR.

This data is collected and disaggregated by and is utilized to plan daily academic and social/emotional instruction for all students and assists in identifying those in need of additional interventions outside the core instruction.

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

Faculty is encouraged to display and share information of the colleges they attended. The Osceola County and Deerwood are currently working on developing ways to establish partnerships with local colleges and universities.

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

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.

270

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Through collaboration, support, and feedback, staff will understand, plan, and implement standards-based instruction (SBI) to increase student achievement.

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. Through collaboration, support, and feedback, staff will understand, plan, and implement standards-based instruction (SBI) to increase student achievement. 1a

G069151

Targets Supported 1b

Indicator	Annual Target
ELA Achievement District Assessment	55.0
Math Achievement District Assessment	50.0

Resources Available to Support the Goal 2

- Professional development opportunities, particularly through Math Solutions will be offered by Osceola County. We will also offer PD opportunities here at Deerwood with both staff and consultants offering their expertise. Data gathered by walkthroughs will help the administration determine, and address, specific areas of need as it relates to this goal.
- Train and guide teachers through the process of developing and implementing small groups.
- Data Digging opportunity
- PLC professional development
- PD for unpacking standards

Targeted Barriers to Achieving the Goal 3

- Teachers do not understand SBI and are not familiar with the standards themselves.

Plan to Monitor Progress Toward G1. 8

Data from STAR, benchmark assessments, formative assessments, walkthrough reflections, and formal/informal observational data.

Person Responsible

Jason Hayes

Schedule

Biweekly, from 8/28/2015 to 5/27/2016

Evidence of Completion

Evidence will be documented in iObservation and STAR.

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. Through collaboration, support, and feedback, staff will understand, plan, and implement standards-based instruction (SBI) to increase student achievement. **1**

 G069151

G1.B4 Teachers do not understand SBI and are not familiar with the standards themselves. **2**

 B179795

G1.B4.S1 Develop and communicate expectations for SBI implementation. **4**

 S191073

Strategy Rationale

Teachers need clear communication so that they understand what they are being asked to do. We will strive to eliminate ambiguity.

Action Step 1 **5**

We will define standards-based instruction.

Person Responsible

Joann Dorries

Schedule

On 5/22/2015

Evidence of Completion

Evidence is available in a binder created by Ms. Dorries.

Action Step 2 5

We will develop and communicate expectations for SBI implementation.

Person Responsible

Jason Hayes

Schedule

Biweekly, from 5/22/2015 to 5/25/2016

Evidence of Completion

The evidence for the development of expectations is available in our school improvement binder. The evidence of the communication of expectations is available via meeting minutes and archived digital communication.

Action Step 3 5

We will define roles to ensure clarity of expectations as it pertains to SBI.

Person Responsible

Joann Dorries

Schedule

On 5/22/2015

Evidence of Completion

A list of roles and expectations is available in our school improvement binder.

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Walkthroughs will be conducted to ensure that the communicated expectations are being put into practice after PD has been offered.

Person Responsible

Jason Hayes

Schedule

On 6/3/2016

Evidence of Completion

Data will be collected during walkthroughs that will serve as evidence.

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Various forms of data will be collected from assessments (STAR, Benchmark, etc...)

Person Responsible

Jason Hayes


Schedule

Biweekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

We will be able to determine effectiveness of SBI by monitoring student growth and progress.

G1.B4.S2 Increase planning opportunities and PD for SBI. 4

 S191074

Strategy Rationale

While we need to clearly communicate expectations, we must ensure that our teachers have the capacity to reach those expectations. If they do not currently have that capacity, we will seek to grow them.

Action Step 1 5

PD opportunities will be provided throughout the year to support the teachers in delivering SBI.

Person Responsible

Joann Dorries

Schedule

On 5/25/2016

Evidence of Completion

Evidence of PD participation will be documented via sign-in sheets.

Plan to Monitor Fidelity of Implementation of G1.B4.S2 6

Implementation of the PD will be monitored via sign-in sheets and the implementation of what is taught during the PD sessions will be monitored by leadership walkthroughs.

Person Responsible

Jason Hayes

Schedule

Weekly, from 8/24/2015 to 5/27/2016

Evidence of Completion

Ultimately, we will be looking for PD to practice. Therefore, the most important data will be the evidence collected during walkthrough opportunities of teachers applying the PD throughout the day.

Plan to Monitor Effectiveness of Implementation of G1.B4.S2 7

Monitoring will enable leadership to identify if teachers are becoming more familiar with the standards and providing SBI to our learners.

Person Responsible

Jason Hayes


Schedule

Weekly, from 8/24/2015 to 5/27/2016

Evidence of Completion

Effectiveness of reducing or eliminating the above barrier will be evident through qualitative and quantitative data.

G1.B4.S3 Implement SBI and reflect to identify best practices through collaborative planning opportunities. **4**

 S191075

Strategy Rationale

Through implementation and reflection we can better serve the students by providing effective and efficient SBI.

Action Step 1 **5**

Implement SBI with fidelity.

Person Responsible

Jason Hayes

Schedule

Daily, from 9/7/2015 to 6/9/2016

Evidence of Completion

Evidence will be available through the collection of SB assessment data that indicates if SBI is occurring with fidelity.

Action Step 2 **5**

Teachers will collaborate in order to reflect and identify best practices to help promote student achievement.

Person Responsible

Jason Hayes

Schedule

Biweekly, from 8/26/2015 to 6/1/2016

Evidence of Completion

Both PLC minutes and evidence of revisions of planning and common planning will be evident.

Action Step 3 **5**

Going forward, best practices will be implemented for all students.

Person Responsible

Jason Hayes

Schedule

Daily, from 9/16/2015 to 6/9/2016

Evidence of Completion

Lesson plans that reflect common planning, as well as, walkthrough data that ensures the implementation of best practices will be collected.

Plan to Monitor Fidelity of Implementation of G1.B4.S3 **6**

Monitoring for the fidelity of implementation will take place through the observations of the common planning itself, as well as artifacts that reflect common planning. Furthermore, content delivery and facilitation will be monitored.

Person Responsible

Jason Hayes

Schedule

On 6/9/2016

Evidence of Completion

Lesson plans, PLC minutes, common teacher created lessons and assessments, and walkthrough data will provide evidence of the fidelity of implementation.

Plan to Monitor Effectiveness of Implementation of G1.B4.S3 **7**

Common standards-based assessments (formative and summative) will be utilized to monitor for effectiveness.

Person Responsible

Jason Hayes

Schedule

Weekly, from 9/25/2015 to 6/3/2016

Evidence of Completion

Evidence will be collected in the form of data from the aforementioned assessments. Evidence will also be gathered as it pertains to planning for the implementation of SBI.

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.B4.S1.A1	We will define standards-based instruction.	Dorries, Joann	5/22/2015	Evidence is available in a binder created by Ms. Dorries.	5/22/2015 one-time
G1.B4.S2.A1	PD opportunities will be provided throughout the year to support the teachers in delivering SBI.	Dorries, Joann	8/11/2015	Evidence of PD participation will be documented via sign-in sheets.	5/25/2016 one-time
G1.B4.S3.A1	Implement SBI with fidelity.	Hayes, Jason	9/7/2015	Evidence will be available through the collection of SB assessment data that indicates if SBI is occurring with fidelity.	6/9/2016 daily
G1.B4.S1.A2	We will develop and communicate expectations for SBI implementation.	Hayes, Jason	5/22/2015	The evidence for the development of expectations is available in our school improvement binder. The evidence of the communication of expectations is available via meeting minutes and archived digital communication.	5/25/2016 biweekly
G1.B4.S3.A2	Teachers will collaborate in order to reflect and identify best practices to help promote student achievement.	Hayes, Jason	8/26/2015	Both PLC minutes and evidence of revisions of planning and common planning will be evident.	6/1/2016 biweekly
G1.B4.S1.A3	We will define roles to ensure clarity of expectations as it pertains to SBI.	Dorries, Joann	5/22/2015	A list of roles and expectations is available in our school improvement binder.	5/22/2015 one-time
G1.B4.S3.A3	Going forward, best practices will be implemented for all students.	Hayes, Jason	9/16/2015	Lesson plans that reflect common planning, as well as, walkthrough data that ensures the implementation of best practices will be collected.	6/9/2016 daily
G1.MA1	Data from STAR, benchmark assessments, formative assessments, walkthrough reflections, and formal/ informal observational data.	Hayes, Jason	8/28/2015	Evidence will be documented in iObservation and STAR.	5/27/2016 biweekly
G1.B4.S1.MA1	Various forms of data will be collected from assessments (STAR, Benchmark, etc...)	Hayes, Jason	8/24/2015	We will be able to determine effectiveness of SBI by monitoring student growth and progress.	6/3/2016 biweekly
G1.B4.S1.MA1	Walkthroughs will be conducted to ensure that the communicated expectations are being put into practice after PD has been offered.	Hayes, Jason	8/31/2015	Data will be collected during walkthroughs that will serve as evidence.	6/3/2016 one-time
G1.B4.S2.MA1	Monitoring will enable leadership to identify if teachers are becoming more familiar with the standards and providing SBI to our learners.	Hayes, Jason	8/24/2015	Effectiveness of reducing or eliminating the above barrier will be evident through qualitative and quantitative data.	5/27/2016 weekly
G1.B4.S2.MA1	Implementation of the PD will be monitored via sign-in sheets and the implementation of what is taught during the PD sessions will be monitored by leadership walkthroughs.	Hayes, Jason	8/24/2015	Ultimately, we will be looking for PD to practice. Therefore, the most important data will be the evidence collected during walkthrough opportunities of teachers applying the PD throughout the day.	5/27/2016 weekly
G1.B4.S3.MA1	Common standards-based assessments (formative and summative) will be utilized to motor for effectiveness.	Hayes, Jason	9/25/2015	Evidence will be collected in the form of data from the aforementioned assessments. Evidence will also be gathered as it pertains to planning for the implementation of SBI.	6/3/2016 weekly
G1.B4.S3.MA1	Monitoring for the fidelity of implementation will take place though the observations of the common planning itself, as well as artifacts that reflect common planning. Furthermore,	Hayes, Jason	8/26/2015	Lesson plans, PLC minutes, common teacher created lessons and assessments, and walkthrough data will provide evidence of the fidelity of implementation.	6/9/2016 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	content delivery and facilitation will be monitored.				

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. Through collaboration, support, and feedback, staff will understand, plan, and implement standards-based instruction (SBI) to increase student achievement.

G1.B4 Teachers do not understand SBI and are not familiar with the standards themselves.

G1.B4.S1 Develop and communicate expectations for SBI implementation.

PD Opportunity 1

We will develop and communicate expectations for SBI implementation.

Facilitator

Multiple facilitators throughout the year

Participants

All instructional staff

Schedule

Biweekly, from 5/22/2015 to 5/25/2016

G1.B4.S2 Increase planning opportunities and PD for SBI.

PD Opportunity 1

PD opportunities will be provided throughout the year to support the teachers in delivering SBI.

Facilitator

Multiple Facilitators and Developers

Participants

Audience will vary depending on the PD opportunity.

Schedule

On 5/25/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B4.S1.A1	We will define standards-based instruction.	\$0.00
2	G1.B4.S1.A2	We will develop and communicate expectations for SBI implementation.	\$0.00
3	G1.B4.S1.A3	We will define roles to ensure clarity of expectations as it pertains to SBI.	\$0.00
4	G1.B4.S2.A1	PD opportunities will be provided throughout the year to support the teachers in delivering SBI.	\$0.00
5	G1.B4.S3.A1	Implement SBI with fidelity.	\$0.00
6	G1.B4.S3.A2	Teachers will collaborate in order to reflect and identify best practices to help promote student achievement.	\$0.00
7	G1.B4.S3.A3	Going forward, best practices will be implemented for all students.	\$0.00
Total:			\$0.00