Wellington Elementary School

2015-16 School Improvement Plan

Wellington Elementary School

13000 PADDOCK DR, Wellington, FL 33414

www.edline.net/pages/wellington_elementary_school

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	No	45%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	53%

School Grades History

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

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 was approved by the Palm Beach County School Board on 11/17/2015.

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, 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	5	Gayle Sitter

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The Wellington Elementary School and community will provide a learning environment conducive to each child's academic and personal development that prepares them to be college and career ready.

Provide the school's vision statement

Our vision for the next five years is that all members of the student population will increase in their ability to:
*work cooperatively with other students to reach a goal
*access, organize, and apply a variety of knowledge sources, including technology, in meaningful ways
*apply and express problem solving skills, including higher level thinking skills, to new learning situations in written and oral form
*achieve higher levels of literacy -reading, writing, speaking, listening, viewing and presenting
*achieve higher levels of math fluency/literacy
*utilize the fine arts program to enhance and enrich student learning
*utilize the physical education program to enhance and enrich student health and learning
*promote awareness of good nutrition and exercise to promote a healthy lifestyle.
To make the vision a reality, the school continues to identify certain teaching strategies and practices that should be employed in all classrooms. These strategies have been emphasized in previous years and will continue to be implemented:
*integrate learning with an emphasis on critical thinking skills
*cooperative learning
*alternative assessment methods
*organizational plan for students
*explore and develop strategies to increase literacy
*differentiated instruction
*variety of instructional models including team teaching, looping, and self-contained classes.
The 2015-2016 focus will be:
*develop strategies that address specific areas that increase skills in math, reading, science and writing
*implement the use of instructional and informational technology across the curriculum
*provide a safe, secure, healthy environment for students, faculty, and staff
*communication among and involvement of faculty and community
*expanding the integration of the arts into the current curriculum

School Environment

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

Wellington Elementary will infuse the content required by Florida Stature 1003.42(2) and S.B.Policy 2.09(8)(b), as applicable to appropriate grade levels, including but not limited to:
-History of Holocaust
-History of Africans and African Americans
-Hispanic Contributions

-Women's Contributions
-Sacrifices of Veterans

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

Wellington Elementary has a School-wide Positive Behavior Support (SwPBS) that lets students know the expected behavior on the campus before, during, and after school. The SwPBS committee provides professional development on school-wide behavior expectations and procedures. Posters, videos, and t-shirts are used throughout the school as reminders of expected behaviors. Character Counts Education Program is utilized throughout the year highlighting desirable traits. At the school we also participate in drills to help make the students aware of what to do in case of an emergency.

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

Teachers are trained in classroom management strategies. Teachers use differentiated instruction to meet the needs of all students. Teachers convey and review expectations for each learning activities and establish classroom behavior management systems that mirror SwPBS expectations. We also recognize positive student behavior with Paws-i-tive referrals.

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

School Based Team (SBT) meets regularly to discuss students with barriers to academic and social success.
Paws-i-tive Referral Program is also used to recognized students who are following school-wide expectations.
a comprehensive school counseling service is also implemented.

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

Wellington Elementary utilizes data systems to identify students who have attendance, behavioral, or academic concerns. Teachers and staff are made aware of these students with these early warning indicators. Plans are put in place to address these problems, including SBT, RtI, individual behavior plans, and attendance monitoring.

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	22	14	14	16	14	16	96
One or more suspensions	0	6	4	1	3	4	18
Course failure in ELA or Math	24	27	13	17	30	28	139
Level 1 on statewide assessment	0	0	0	0	0	0	

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	7	10	4	5	7	6	39

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

Effective multi-disciplinary teams are in place to problem solve and create action plans. SAI, LLI, after school tutorial, and Fundations are used to support identified students. Individual plans, PMPs, attendance contracts, etc are created, implemented, and monitored.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?
No

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

Description

Our goal is to provide more opportunities for parents to participate in school-sponsored events (open house, parent conferences, academic nights, PTO, SAC). We will provide parental participation opportunities during the day and evening to meet the needs of parents. We would also like to increase the number of volunteers for FY16.
We use newsletters, call-outs, edline, and facebook to communicate with our parents.

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

Our school participates in the Five Star Award program.
Business partners and community members attend and participate in the decision making on the School Advisory Council.
Teachers comprise a Home and School Connection Committee (articles to local newspapers, Food Drive, School Clothing Pantry, and Winter Gift Tree).
PTO solicits Community/Business Partnerships to increase fundraisers.

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
Atkinson, Gerri	Teacher, K-12
Vaughan, Maria	Principal
Harrington, Kim	Assistant Principal
Kuperman, Lisa	Guidance Counselor
Lewis, Dina	Teacher, K-12

Duties

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

The school's Leadership Team consists of the Guidance Counselor,ESE Coordinator, Principal, Assistant Principal, and SAI Teacher.
The school's Leadership Team meets regularly to discuss the procedural and scheduling needs of the RtI process.
Included in these meetings are the prioritizing of students discussed on the agenda based on their academic and behavioral data; communication with teachers, parents, and other key participants.

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

The Leadership Team meets regularly, both formally and informally, with the school's Principal and Assistant Principal to discuss the needs of the students and teachers based upon both aggregate and individual data. Classroom teachers collect data from classroom assessments, district diagnostics, as well as state assessments. These needs assessments are included during the development of the School Improvement Plan.
Wellington Elementary is not a Title I school. However, students who qualify do have the option to receive free/reduced lunch through the School Food Service. The district's nutritional program requires that all students take a vegetable and fruit during lunch. In addition, all students are able to receive free breakfast daily.
Our school Migrant Liaison provides services and support to students and parents in need and coordinates with district staff resources when needed.
Title III Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners. At the school level, teachers are ESOL endorsed to utilize appropriate strategies and there is an ELL Teacher and a Community Language Facilitator (CLF) that assists ELL students in the classroom.
The District receives funds for programs such as Red Ribbon Week and Positive Behavior Supports that promotes prevention of violence in and around the school. These programs prevent the use of alcohol, tobacco, drugs and foster a safe, drug free learning environment supporting student achievement. Teachers implement safety and drug-free lessons with students. Our school integrates Single School Culture by sharing our Universal Guidelines for Success, following our behavior matrix, and teaching expected behaviors. We communicate with parents any behavior concerns, utilize interventions, and monitor SwPBS during RtI and grade level meetings. We instill an appreciation for multicultural diversity through our antibullying campaigns, and celebation of disability awareness weeks
Title X- Homeless
The District Homeless Coordinator provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a

free and appropriate education. The school guidance counselor and administration work with families who are homeless in order to provide needs.

Supplemental Academic Instruction (SAI)- SAI funds are utilized to purchase an SAI teacher who provides small group intensive reading instruction during the school day to students in grades 2 and 3 who are below reading proficiency and to those 4th and 5th graders in Tier III of the RtI process.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Laura Mosconi	Parent
Maria Vaughan	Principal
Gerri Atkinson	Teacher
Christie Greenspan	Parent
Dawn Laborde	Parent
Lindsey Oerter	Education Support Employee
Derlin Liu	Parent
Sandy Wilensky	Business/Community
Laura Menard	Parent
Gwendolyn Carey	Parent
Suanne Balch	Parent
Bonnie Edelstein	Parent
Cathy West	Teacher
Amy Bermudez	Teacher
Brynn Tiscione	Parent
Darnice Marsh	Parent
Laura Mosconi	Parent
Jennifer Allen	Teacher
Marjorie Condon	Education Support Employee

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

Last year's plan had 2 goals. One of our goals were to increase students' comprehension proficiency by 9%. The second goal was to increase students' math proficiency by 13%.

Development of this school improvement plan

The School Improvement Plan goals were written by SAC members. The plan will be presented to faculty and members of SAC with request for additions/changes.

Preparation of the school's annual budget and plan

The annual budget plan for the School Improvement plan was based on the needs and strategies listed in the plan. The School Advisory Council approves the budget and any requests for funds.

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

SIP funds were utilized to purchase Razkids and Starfall Plus which are web based Reading programs. Funds were also used for substitutes. In addition, Funds were used to purchase thermal poster paper in the amount of $270.

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

We are actively seeking membership to mirror our school population through monthly newsletters, Facebook pages, and robo calls to help us reach compliance.

Literacy Leadership Team (LLT)

Membership:

Name	Title
Skelston, Mari	Teacher, K-12
Allen, Jennifer	Teacher, K-12
Harrington, Kim	Assistant Principal
Atkinson, Gerri	Teacher, K-12
Vaughan, Maria	Principal
McClanahan, Anna	Teacher, K-12
Robinson, Lisa	Teacher, K-12
Samulkewitsch, Marty	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

This group of professionals is comprised of leaders in literacy. This team includes a literacy leader from each grade level, a representative from ESE, ESOL, and administration.
Our goal is to increase:
-The percentage of our students in the lowest 25% making learning gains.
-Improving the coordination of instructional efforts through implementation of iii and the RtI process.
-Improving communication between grade levels relative to preparing students for the next grade level.
-Informing parents of strategies to improve literacy at home through reading nightly.
-Parental involvement Events

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

Wellington Elementary encourages positive working relationships with teachers participating in Learning Team Meetings and common planning. The master schedule has been designed to provide consistent time for teachers to meet. Teachers focus on students' academic needs and progress. Student

improvement is monitored and instruction is modified as needed. Teachers are able to share strategies and resources during these collaborations.

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

Administration attended the PBC School District Job Fair to recruit teachers. In addition, administration screens and interviews applicants for various instructional positions. During the school-year, new teachers are provided Professional Development Opportunities and book studies at the school site. Teachers are also given a choice to team with other teachers in either one grade level or a multi-grade level model. Teachers are informed of training and course opportunities to expand certification and professional growth. In addition, we appropriately place college practicum students and student teachers with highly qualified teachers.

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

New teachers are paired with veteran teachers in their grade level who have Clinical Education Training. They have monthly meetings with their mentor and administration. Teachers review Observation Requirements, best teaching practices, as well as the school-wide procedures.
Mentors will strengthen new educator knowledge of instructional practices and begin their process of lifelong learning through Month- to- Month Activities. The activities will include the following:
Creating Competency in Lesson Planning, Instructional Delivery, the Learning Environment and Promoting Congeniality and Professionalism. The mentors will conduct non-evaluative observations of their paired new educator and then model best teaching practices. Every month mentor and new educator will meet to discuss their progress towards mastering their desired 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

Wellington Elementary School creates ongoing opportunities for teachers to unpack the standards and to plan and discuss the reading and writing curriculum. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the 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

Wellington Elementary utilizes the RtI process, the use of tutorials, SAI services, and small group instruction to meet the diverse needs of our students. All teachers contributes to literacy improvement of all students by:
-utilizing a balanced literacy approach
-providing iii instruction based on student needs
-providing instruction aligned with Language Arts Standards for their grade level
-providing LLI instruction

-monitoring progress at the class and grade level during Learning Team Meetings
-choosing methods of instruction based on the needs of students

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

Strategy: After School Program

Minutes added to school year: 3,600

Students who attend aftercare may receive afterschool tutorial.

Strategy Rationale

To improve student proficiency.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Harrington, Kim, kim.harrington@palmbeachschools.org

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

Data will be collected after students take the state assessment and when they take the diagnostics assessments. Teachers and administration will analyze student learning gains and proficiency levels to determine mastery of grade level standards.

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

Wellington Elementary has five ESE PreK units and two VPK on campus. Students participating in those classes are made a part of the regular school day activities. We also hold a kindergarten "RoundUp" in the Spring to inform parents about our school, tour kindergarten classes, and learn about kindergarten readiness. We also involve our local community PreK programs and give them information about our school and the expectations for kindergarten readiness. In addition, we hold ESE PreK to K transition meetings with the IEP teams of students as needed.
For students in 5th grade moving on to middle school, we have local middle schools coming to our school to talk about their schools. They also go on a tour of the middle school and participate in a mock-school day. IEP transition meetings are also used to help students matriculate to middle school.

College and Career Readiness

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

n/a

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

n/a

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

n/a

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

n/a

Needs Assessment

Problem Identification

Data to Support Problem Identification

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

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

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

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

School Improvement Goals

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   If we increase student comprehension of rigorous text through the use of increased explicit teaching of higher order thinking skills and provide students with more instruction using non-fiction texts, then the number of students who are proficient in reading will increase by 9%.

G2.   If we increase students' abilities to use mental math and higher order thinking skills to create increased fluency in math, through the use of explicit teaching, then the number of students who are proficient in math will increase by 13%.

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. If we increase student comprehension of rigorous text through the use of increased explicit teaching of higher order thinking skills and provide students with more instruction using non-fiction texts, then the number of students who are proficient in reading will increase by 9%. 1a

🔍 G070106

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	79.0

Resources Available to Support the Goal 2

- Literacy Series-Wellington Elementary is using Scholastic's Everyday Literacy which consist of classroom book sets for read alouds, shared reading, and independent reading. This series also has a resource room that consists of six packs of leveled books with thirty five titles per levels A-Z.

- Reading Nights- (1) Barnes and Noble Night- Our school hosts annual reading night out events at the local Barnes and Noble bookstore (2) Literacy Night- Parents and students are invited to gain reading resources (3) Workshop for Parents- evening meetings to provide resource for parents (4) Book Fair- Providing books for students to read at home

- Teacher Collaboration- Teachers are involved in Learning Team and common planning meetings in which the LTF facilitates the meetings to guide teachers in unpacking standards, analyzing data, sharing best practices, and developing lesson plans.

- Utilizing the Keely Spinelli Grant provided by the Village of Wellington- (1)hire two part time instructors to implement LLI (2) Purchase of an LLI kit

- Online Resources- Raz-Kids, Reading Counts, Star Fall, Enchanted Learning, GoPebbles!, ReadWorks, and Learning Tools for Kids

- Supplemental Academic Instruction (SAI) Teacher-This teacher works with small groups of students (3 to 4 per group) using the Leveled Literacy Intervention (LLI) system. The SAI teacher focuses on the students in second and third grades that are below in reading. The LLI system is an intensive intervention lasting for 16 to 18 weeks. Students are monitored for progress every 6 to 8 days and instruction is adjusted as necessary. This teacher also works with Tier 3 students from any grade level as schedule allows.

Targeted Barriers to Achieving the Goal 3

- Under the new county literacy rollout, some teachers are having to "rethink" their approach to the reading block. Teacher understanding of the new standards and expectations and how they will be assessed is insignificant.

- Student lack of higher order thinking skills

- Student lack of practice with reading nonfiction text

- Number of students who need services and the variety of student reading needs within the classroom

- Students require extra time and practice for the mastery of concepts

- Uniformed and disengaged parents

Plan to Monitor Progress Toward G1. `8`

Winter diagnostics, Unit Assessments

Person Responsible
Kim Harrington

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

Evidence of Completion
Increase in the number of proficient students on FSA.

G2. If we increase students' abilities to use mental math and higher order thinking skills to create increased fluency in math, through the use of explicit teaching, then the number of students who are proficient in math will increase by 13%. 1a

Targets Supported 1b

G070107

Indicator	Annual Target
AMO Math - All Students	80.0

Resources Available to Support the Goal 2

- Planning Cycle, Blender Curriculum Resource Page

- District Math Team

- Conduct parent math workshops at school, as well as provide assistance in using math websites

- Publix Math Night - Our school hosts an annual math night at the local Publix where students apply math strategies to solve real-world math problems.

- Teacher Collaboration- Math Cohort Teachers are utilized in Learning Team and common planning meetings in which the lead math teacher facilitates the meetings to guide teachers in unpacking standards, analyzing data, sharing best practices, and developing lesson plans.

Targeted Barriers to Achieving the Goal 3

- Pacing in math series doesn't allow enough time on each concept

- Students need to improve mental math and fluency.

- Uninformed and disengaged parents

Plan to Monitor Progress Toward G2. 8

Chapter assessments
Unit assessments
Winter Diagnostics

Person Responsible
Kim Harrington

Schedule
Biweekly, from 8/17/2015 to 5/27/2016

Evidence of Completion
Increase in the number of proficient students on FSA.

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. If we increase student comprehension of rigorous text through the use of increased explicit teaching of higher order thinking skills and provide students with more instruction using non-fiction texts, then the number of students who are proficient in reading will increase by 9%. 1

🔑 G070106

G1.B1 Under the new county literacy rollout, some teachers are having to "rethink" their approach to the reading block. Teacher understanding of the new standards and expectations and how they will be assessed is insignificant. 2

🔑 B182452

G1.B1.S1 Literacy series training-Selected teachers attended training before the school year began. There is ongoing support through district provided by literacy trainers assigned to our school. 4

🔑 S194199

Strategy Rationale

Regular updates on best practices.

Action Step 1 5

Continue support of the new literacy series through monthly support meetings with the literacy trainers for teachers.

Person Responsible

Maria Vaughan

Schedule

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

Evidence of Completion

Agenda, sign in sheets

Action Step 2 `5`

Teachers will work together during common planning time and LTMs to develop new strategies and lessons to be used in instruction.

Person Responsible

Maria Vaughan

Schedule

Biweekly, from 8/24/2015 to 5/23/2016

Evidence of Completion

Attendance at the meetings. Grade chairs will take notes and send them to the principal. Evidence of incorporation of new strategies and lessons will be found in lesson plans, student products, and assessments.

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

Walk throughs, informal and formal evaluations, lesson plans

Person Responsible

Maria Vaughan

Schedule

On 5/13/2016

Evidence of Completion

iobservation data and lesson plans

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

Students making progress in moving through the Fountas and Pinnell Benchmark Assessments

Person Responsible

Maria Vaughan

Schedule

Quarterly, from 8/24/2015 to 5/23/2016

Evidence of Completion

Reading Running Records and EDW classroom reports

G1.B1.S2 Teachers will work together during common planning and LTM meetings to devise strategies and lessons to be incorporated in their instruction. 4

S194200

Strategy Rationale

Research shows student achievement is increased when teachers work closely together.

Action Step 1 5

Teachers will work together during common planning time and LTM's to develop new strategies and lessons to be used in instruction.

Person Responsible

Maria Vaughan

Schedule

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

Evidence of Completion

Lesson plans created

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Attendance will be taken. Notes will be given to the principal. Evidence of implementation will be evident in lesson plans, student products, and assessments.

Person Responsible

Maria Vaughan

Schedule

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

Evidence of Completion

Attendance, lesson plans, student products, assessment results.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 `7`

Lesson plans and assessment results will be used to monitor effectiveness.

Person Responsible

Maria Vaughan

Schedule

Every 6 Weeks, from 8/24/2015 to 5/27/2016

Evidence of Completion

Analysis of student work and reflection discussions.

G1.B2 Student lack of higher order thinking skills `2`

B182453

G1.B2.S1 Incorporate higher order thinking skills within lessons `4`

S194202

Strategy Rationale

The new state standards require students to use higher order thinking skills.

Action Step 1 `5`

Use of Fountas & Pinnell's System of Strategic Actions

Person Responsible

Kim Harrington

Schedule

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

Evidence of Completion

Reading Running Records/Comprehension Conversations, diagnostics, FSA

Action Step 2 `5`

Conduct workshops for parents to help them to work with their children at home to reinforce higher level thinking skills being taught at school.

Person Responsible

Kim Harrington

Schedule

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

Evidence of Completion

Parent attendance sheets

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

Walk-throughs, formal and informal evaluations, student work samples, student observation

Person Responsible

Kim Harrington

Schedule

Every 6 Weeks, from 8/17/2015 to 8/17/2015

Evidence of Completion

iobservation data, student data

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

Track attendance at workshops for parents

Person Responsible

Kim Harrington

Schedule

Semiannually, from 8/24/2015 to 8/24/2015

Evidence of Completion

Attendance sheets

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

Student products and assessments

Person Responsible

Maria Vaughan

Schedule

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

Evidence of Completion

Student data (test results, teacher observations)

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

Parent Feedback

Person Responsible

Kim Harrington

Schedule

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

Evidence of Completion

Survey sheets and attendance

G1.B3 Student lack of practice with reading nonfiction text [2]

B182454

G1.B3.S1 Incorporate nonfiction text (math, science, social studies) within the reading lessons. [4]

S194205

Strategy Rationale

The new standards require the students to be proficient in reading nonfiction as well as fiction.

Action Step 1 [5]

Teachers use nonfiction text from literacy series resource room and the "Investigators" component from the literacy series.

Person Responsible

Kim Harrington

Schedule

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

Evidence of Completion

Lesson plans

Plan to Monitor Fidelity of Implementation of G1.B3.S1 [6]

Look for use of nonfiction text

Person Responsible

Kim Harrington

Schedule

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

Evidence of Completion

Lesson plans and iobservation data

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Look for use of nonfiction strategies, student products, assessments

Person Responsible

Maria Vaughan

Schedule

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

Evidence of Completion

Student assessments, observations, lesson plans

G1.B3.S2 Employ reading strategies in content area reading. 4

S194206

Strategy Rationale

In order to understand nonfiction, different reading strategies need to be incorporated.

Action Step 1 5

Use reading strategies, for example, anticipation guides, graphic organizers, study guides, response journals, etc. in content area lessons

Person Responsible

Maria Vaughan

Schedule

Every 2 Months, from 8/24/2015 to 5/27/2016

Evidence of Completion

Lesson plans and products

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

Look for use of reading strategies in content areas

Person Responsible

Kim Harrington

Schedule

Every 6 Weeks, from 8/24/2015 to 5/27/2016

Evidence of Completion

Lesson plans, iobservation

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7

Improvement of students' scores, student products

Person Responsible

Kim Harrington

Schedule

Every 6 Weeks, from 8/24/2015 to 5/27/2016

Evidence of Completion

Diagnostic and classroom assessments

G1.B4 Number of students who need services and the variety of student reading needs within the classroom 2

B182455

G1.B4.S1 Implement immediate intensive intervention (iii), Supplemental Academic Instruction (SAI), and ESE inclusions/pullout to meet variety of student reading needs. 4

S194207

Strategy Rationale

Early intervention will help to keep students from falling further behind and lessen the gap.

Action Step 1 5

Identify students' reading needs and offer services

Person Responsible

Maria Vaughan

Schedule

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

Evidence of Completion

iii and SAI records, ESE placements

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

Evidence of services being received

Person Responsible

Kim Harrington

Schedule

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

Evidence of Completion

iii logs, SAI records, student progress monitoring records

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

Student products, assessments

Person Responsible

Kim Harrington

Schedule

Every 6 Weeks, from 8/17/2015 to 5/27/2016

Evidence of Completion

Reading Running Records, formal/informal student data, classroom observation

G1.B5 Students require extra time and practice for the mastery of concepts `2`

🔑 B182456

G1.B5.S1 Provide tutoring for students requiring extra time and practice. `4`

🔑 S194208

Strategy Rationale

Students given small group and intensive instruction in addition to the instruction provided in the 90 minute reading block show growth.

Action Step 1 `5`

Provide morning/after school tutorial in reading for students requiring extra time and practice to master concepts

Person Responsible

Kim Harrington

Schedule

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

Evidence of Completion

Attendance records, student products, assessments

Action Step 2 `5`

Provide instruction using the LLI program with students who are struggling with reading

Person Responsible

Maria Vaughan

Schedule

On 5/23/2016

Evidence of Completion

LLI records from EDW

Plan to Monitor Fidelity of Implementation of G1.B5.S1 `6`

Students showing a weakness in reading will be offered the opportunity to attend a tutorial

Person Responsible

Maria Vaughan

Schedule

Monthly, from 10/26/2015 to 5/2/2016

Evidence of Completion

Attendance, student products, assessments

Plan to Monitor Fidelity of Implementation of G1.B5.S1 `6`

Student assessments will be used to track progress

Person Responsible

Maria Vaughan

Schedule

Weekly, from 10/26/2015 to 5/2/2016

Evidence of Completion

Administration will conduct walk throughs to monitor for fidelity of implementation.

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 `7`

Look for student progress in reading for students attending school tutorial

Person Responsible

Maria Vaughan

Schedule

Every 2 Months, from 10/26/2015 to 5/2/2016

Evidence of Completion

Student data, Reading Running Record, classroom observation

G1.B5.S2 Provide web based instruction to meet the varying needs of students. `4`

🔑 S194209

Strategy Rationale

Computer based instruction is able to vary the level of instruction to meet individual needs.

Action Step 1 `5`

Teachers will incorporate web based instruction within the classroom.

Person Responsible

Kim Harrington

Schedule

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

Evidence of Completion

Student work samples, lesson plans

Plan to Monitor Fidelity of Implementation of G1.B5.S2 `6`

Web based reports

Person Responsible

Kim Harrington

Schedule

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

Evidence of Completion

Print outs from web programs

Plan to Monitor Effectiveness of Implementation of G1.B5.S2 7

Review of Winter Diagnostics

Person Responsible

Kim Harrington

Schedule

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

Evidence of Completion

Winter Diagnostics results

G1.B6 Uniformed and disengaged parents 2

🔍 B182457

G1.B6.S1 School will conduct parent workshops to inform parents about how to provide support at home. 4

🔍 S194211

Strategy Rationale

Parents who are informed and involved in student learning are able to better support their children at home.

Action Step 1 5

School will provide parent workshops

Person Responsible

Kim Harrington

Schedule

Every 2 Months, from 8/24/2015 to 5/27/2016

Evidence of Completion

Parent attendance sheets as well as parent feedback surveys

Plan to Monitor Fidelity of Implementation of G1.B6.S1 `6`

Track attendance

Person Responsible

Kim Harrington

Schedule

Every 2 Months, from 10/5/2015 to 5/23/2016

Evidence of Completion

Attendance sheets

Plan to Monitor Effectiveness of Implementation of G1.B6.S1 `7`

Parent Feedback

Person Responsible

Kim Harrington

Schedule

Every 2 Months, from 10/5/2015 to 5/2/2016

Evidence of Completion

Parent feedback survey sheets

G2. If we increase students' abilities to use mental math and higher order thinking skills to create increased fluency in math, through the use of explicit teaching, then the number of students who are proficient in math will increase by 13%. 1

🔍 G070107

G2.B1 Pacing in math series doesn't allow enough time on each concept 2

🔍 B182458

G2.B1.S1 Use LTM for teachers to choose more effective strategies to utilize the math block. 4

🔍 S194212

Strategy Rationale

Research shows that when teachers work together, classroom effectiveness is reached.

Action Step 1 5

LTM for math planning

Person Responsible

Kim Harrington

Schedule

Biweekly, from 8/24/2015 to 5/23/2016

Evidence of Completion

LTM meeting agenda and notes

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

Attendance will be taken. Notes will be given to the principal. Evidence of implementation will be evident in lesson planes, student products, assessments, walkthroughs, and observations.

Person Responsible

Kim Harrington

Schedule

Biweekly, from 8/24/2015 to 5/23/2016

Evidence of Completion

Attendance, lesson plans, student products, assessment results

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

Lesson plans and assessment results will be used to monitor effectiveness.

Person Responsible

Kim Harrington

Schedule

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

Evidence of Completion

Implementation will be evident in classroom assessments.

G2.B1.S2 Use small group instruction for reteaching `4`

🔑 S194213

Strategy Rationale

Research shows that student learning is increased when working in small groups.

Action Step 1 `5`

Small group instruction

Person Responsible

Kim Harrington

Schedule

Daily, from 8/17/2015 to 5/23/2016

Evidence of Completion

Small group data through unit assessments

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Math assessments and observations

Person Responsible

Kim Harrington

Schedule

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

Evidence of Completion

Evidence of implementation will be evident in student classwork, assessments, and teacher observations.

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Math item-data analysis

Person Responsible

Kim Harrington

Schedule

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

Evidence of Completion

The evidence of implementation will be evident through the math item-data analysis.

G2.B2 Students need to improve mental math and fluency. 2

B182459

G2.B2.S1 Practice strategies to improve mental math 4

S194215

Strategy Rationale

Research shows that students who have a better understanding of applying math strategies have a greater understanding of math concepts.

Action Step 1 5

Increase mental math skills

Person Responsible

Kim Harrington

Schedule

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

Evidence of Completion

teacher observation and classroom assessments

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

Math assessment and observation

Person Responsible

Kim Harrington

Schedule

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

Evidence of Completion

student classwork, assessments, and teacher observations.

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

Improvement of students' scores, student products

Person Responsible

Kim Harrington

Schedule

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

Evidence of Completion

Classwork, diagnostics, and classroom assessments

G2.B3 Uninformed and disengaged parents 2

🔑 B182460

G2.B3.S1 School will conduct parent workshops to inform parents of resources available for use to provide support at home. 4

🔑 S194217

Strategy Rationale

Parents who are informed and involved in student learning are able to better support their children at home.

Action Step 1 5

School will provide parent workshops

Person Responsible

Kim Harrington

Schedule

Every 2 Months, from 8/17/2015 to 5/23/2016

Evidence of Completion

Parent attendance sheets as well as parent feedback surveys

Plan to Monitor Fidelity of Implementation of G2.B3.S1 `6`

Track attendance

Person Responsible

Kim Harrington

Schedule

Every 2 Months, from 8/17/2015 to 5/23/2016

Evidence of Completion

Attendance sheets

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 `7`

Parent Feedback

Person Responsible

Kim Harrington

Schedule

Every 2 Months, from 8/17/2015 to 5/23/2016

Evidence of Completion

Parent feedback survey sheets

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Continue support of the new literacy series through monthly support meetings with the literacy trainers for teachers.	Vaughan, Maria	8/17/2015	Agenda, sign in sheets	5/27/2016 monthly
G1.B1.S2.A1	Teachers will work together during common planning time and LTM's to develop new strategies and lessons to be used in instruction.	Vaughan, Maria	8/17/2015	Lesson plans created	5/27/2016 biweekly
G1.B2.S1.A1	Use of Fountas & Pinnell's System of Strategic Actions	Harrington, Kim	8/17/2015	Reading Running Records/ Comprehension Conversations, diagnostics, FSA	5/27/2016 daily
G1.B3.S1.A1	Teachers use nonfiction text from literacy series resource room and the "Investigators" component from the literacy series.	Harrington, Kim	8/24/2015	Lesson plans	5/27/2016 daily
G1.B3.S2.A1	Use reading strategies, for example, anticipation guides, graphic	Vaughan, Maria	8/24/2015	Lesson plans and products	5/27/2016 every-2-months

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	organizers, study guides, response journals, etc. in content area lessons				
G1.B4.S1.A1	Identify students' reading needs and offer services	Vaughan, Maria	8/17/2015	iii and SAI records, ESE placements	5/27/2016 monthly
G1.B5.S1.A1	Provide morning/after school tutorial in reading for students requiring extra time and practice to master concepts	Harrington, Kim	8/17/2015	Attendance records, student products, assessments	5/27/2016 biweekly
G1.B5.S2.A1	Teachers will incorporate web based instruction within the classroom.	Harrington, Kim	8/17/2015	Student work samples, lesson plans	5/27/2016 monthly
G1.B6.S1.A1	School will provide parent workshops	Harrington, Kim	8/24/2015	Parent attendance sheets as well as parent feedback surveys	5/27/2016 every-2-months
G2.B1.S1.A1	LTM for math planning	Harrington, Kim	8/24/2015	LTM meeting agenda and notes	5/23/2016 biweekly
G2.B1.S2.A1	Small group instruction	Harrington, Kim	8/17/2015	Small group data through unit assessments	5/23/2016 daily
G2.B2.S1.A1	Increase mental math skills	Harrington, Kim	8/17/2015	teacher observation and classroom assessments	5/27/2016 daily
G2.B3.S1.A1	School will provide parent workshops	Harrington, Kim	8/17/2015	Parent attendance sheets as well as parent feedback surveys	5/23/2016 every-2-months
G1.B1.S1.A2	Teachers will work together during common planning time and LTMs to develop new strategies and lessons to be used in instruction.	Vaughan, Maria	8/24/2015	Attendance at the meetings. Grade chairs will take notes and send them to the principal. Evidence of incorporation of new strategies and lessons will be found in lesson plans, student products, and assessments.	5/23/2016 biweekly
G1.B2.S1.A2	Conduct workshops for parents to help them to work with their children at home to reinforce higher level thinking skills being taught at school.	Harrington, Kim	8/17/2015	Parent attendance sheets	5/27/2016 semiannually
G1.B5.S1.A2	Provide instruction using the LLI program with students who are struggling with reading	Vaughan, Maria	8/24/2015	LLI records from EDW	5/23/2016 one-time
G1.MA1	Winter diagnostics, Unit Assessments	Harrington, Kim	8/17/2015	Increase in the number of proficient students on FSA.	5/27/2016 monthly
G1.B1.S1.MA1	Students making progress in moving through the Fountas and Pinnell Benchmark Assessments	Vaughan, Maria	8/24/2015	Reading Running Records and EDW classroom reports	5/23/2016 quarterly
G1.B1.S1.MA1	Walk throughs, informal and formal evaluations, lesson plans	Vaughan, Maria	8/17/2015	iobservation data and lesson plans	5/13/2016 one-time
G1.B2.S1.MA1	Student products and assessments	Vaughan, Maria	8/17/2015	Student data (test results, teacher observations)	5/27/2016 monthly
G1.B2.S1.MA4	Parent Feedback	Harrington, Kim	8/17/2015	Survey sheets and attendance	5/27/2016 semiannually
G1.B2.S1.MA1	Walk-throughs, formal and informal evaluations, student work samples, student observation	Harrington, Kim	8/17/2015	iobservation data, student data	8/17/2015 every-6-weeks
G1.B2.S1.MA3	Track attendance at workshops for parents	Harrington, Kim	8/24/2015	Attendance sheets	8/24/2015 semiannually
G1.B3.S1.MA1	Look for use of nonfiction strategies, student products, assessments	Vaughan, Maria	8/17/2015	Student assessments, observations, lesson plans	5/27/2016 quarterly
G1.B3.S1.MA1	Look for use of nonfiction text	Harrington, Kim	8/17/2015	Lesson plans and iobservation data	5/27/2016 quarterly
G1.B4.S1.MA1	Student products, assessments	Harrington, Kim	8/17/2015	Reading Running Records, formal/informal student data, classroom observation	5/27/2016 every-6-weeks
G1.B4.S1.MA1	Evidence of services being received	Harrington, Kim	8/17/2015	iii logs, SAI records, student progress monitoring records	5/27/2016 monthly
G1.B5.S1.MA1	Look for student progress in reading for students attending school tutorial	Vaughan, Maria	10/26/2015	Student data, Reading Running Record, classroom observation	5/2/2016 every-2-months

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B5.S1.MA1	Students showing a weakness in reading will be offered the opportunity to attend a tutorial	Vaughan, Maria	10/26/2015	Attendance, student products, assessments	5/2/2016 monthly
G1.B5.S1.MA3	Student assessments will be used to track progress	Vaughan, Maria	10/26/2015	Administration will conduct walk throughs to monitor for fidelity of implementation.	5/2/2016 weekly
G1.B6.S1.MA1	Parent Feedback	Harrington, Kim	10/5/2015	Parent feedback survey sheets	5/2/2016 every-2-months
G1.B6.S1.MA1	Track attendance	Harrington, Kim	10/5/2015	Attendance sheets	5/23/2016 every-2-months
G1.B1.S2.MA1	Lesson plans and assessment results will be used to monitor effectiveness.	Vaughan, Maria	8/24/2015	Analysis of student work and reflection discussions.	5/27/2016 every-6-weeks
G1.B1.S2.MA1	Attendance will be taken. Notes will be given to the principal. Evidence of implementation will be evident in lesson plans, student products, and assessments.	Vaughan, Maria	8/17/2015	Attendance, lesson plans, student products, assessment results.	5/27/2016 biweekly
G1.B3.S2.MA1	Improvement of students' scores, student products	Harrington, Kim	8/24/2015	Diagnostic and classroom assessments	5/27/2016 every-6-weeks
G1.B3.S2.MA1	Look for use of reading strategies in content areas	Harrington, Kim	8/24/2015	Lesson plans, iobservation	5/27/2016 every-6-weeks
G1.B5.S2.MA1	Review of Winter Diagnostics	Harrington, Kim	8/17/2015	Winter Diagnostics results	5/27/2016 monthly
G1.B5.S2.MA1	Web based reports	Harrington, Kim	8/24/2015	Print outs from web programs	5/27/2016 monthly
G2.MA1	Chapter assessments Unit assessments Winter Diagnostics	Harrington, Kim	8/17/2015	Increase in the number of proficient students on FSA.	5/27/2016 biweekly
G2.B1.S1.MA1	Lesson plans and assessment results will be used to monitor effectiveness.	Harrington, Kim	8/24/2015	Implementation will be evident in classroom assessments.	5/27/2016 biweekly
G2.B1.S1.MA1	Attendance will be taken. Notes will be given to the principal. Evidence of implementation will be evident in lesson planes, student products, assessments, walkthroughs, and observations.	Harrington, Kim	8/24/2015	Attendance, lesson plans, student products, assessment results	5/23/2016 biweekly
G2.B2.S1.MA1	Improvement of students' scores, student products	Harrington, Kim	8/17/2015	Classwork, diagnostics, and classroom assessments	5/27/2016 weekly
G2.B2.S1.MA1	Math assessment and observation	Harrington, Kim	8/17/2015	student classwork, assessments, and teacher observations.	5/27/2016 daily
G2.B3.S1.MA1	Parent Feedback	Harrington, Kim	8/17/2015	Parent feedback survey sheets	5/23/2016 every-2-months
G2.B3.S1.MA1	Track attendance	Harrington, Kim	8/17/2015	Attendance sheets	5/23/2016 every-2-months
G2.B1.S2.MA1	Math item-data analysis	Harrington, Kim	8/17/2015	The evidence of implementation will be evident through the math item-data analysis.	5/27/2016 monthly
G2.B1.S2.MA1	Math assessments and observations	Harrington, Kim	8/17/2015	Evidence of implementation will be evident in student classwork, assessments, and teacher observations.	5/27/2016 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. If we increase student comprehension of rigorous text through the use of increased explicit teaching of higher order thinking skills and provide students with more instruction using non-fiction texts, then the number of students who are proficient in reading will increase by 9%.

G1.B1 Under the new county literacy rollout, some teachers are having to "rethink" their approach to the reading block. Teacher understanding of the new standards and expectations and how they will be assessed is insignificant.

G1.B1.S1 Literacy series training-Selected teachers attended training before the school year began. There is ongoing support through district provided by literacy trainers assigned to our school.

PD Opportunity 1

Continue support of the new literacy series through monthly support meetings with the literacy trainers for teachers.

Facilitator

Kelly Gilbert & Jennifer Jones

Participants

Grade level reading teachers

Schedule

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

PD Opportunity 2

Teachers will work together during common planning time and LTMs to develop new strategies and lessons to be used in instruction.

Facilitator

Grade Level LTF's

Participants

All teachers

Schedule

Biweekly, from 8/24/2015 to 5/23/2016

G1.B1.S2 Teachers will work together during common planning and LTM meetings to devise strategies and lessons to be incorporated in their instruction.

PD Opportunity 1

Teachers will work together during common planning time and LTM's to develop new strategies and lessons to be used in instruction.

Facilitator

Lori Harbaruk

Participants

All teachers

Schedule

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

G1.B2 Student lack of higher order thinking skills

G1.B2.S1 Incorporate higher order thinking skills within lessons

PD Opportunity 1

Use of Fountas & Pinnell's System of Strategic Actions

Facilitator

Kelly Gilbert & Jennifer Jones

Participants

K-5 Reading Teachers

Schedule

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

G1.B3 Student lack of practice with reading nonfiction text

G1.B3.S2 Employ reading strategies in content area reading.

PD Opportunity 1

Use reading strategies, for example, anticipation guides, graphic organizers, study guides, response journals, etc. in content area lessons

Facilitator

Gerri Atkinson

Participants

All Teachers

Schedule

Every 2 Months, from 8/24/2015 to 5/27/2016

G1.B5 Students require extra time and practice for the mastery of concepts

G1.B5.S1 Provide tutoring for students requiring extra time and practice.

PD Opportunity 1

Provide instruction using the LLI program with students who are struggling with reading

Facilitator

Kristen Raulison

Participants

Selected Teachers

Schedule

On 5/23/2016

G1.B5.S2 Provide web based instruction to meet the varying needs of students.

PD Opportunity 1

Teachers will incorporate web based instruction within the classroom.

Facilitator

Various

Participants

All teachers

Schedule

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

G2. If we increase students' abilities to use mental math and higher order thinking skills to create increased fluency in math, through the use of explicit teaching, then the number of students who are proficient in math will increase by 13%.

G2.B1 Pacing in math series doesn't allow enough time on each concept

G2.B1.S1 Use LTM for teachers to choose more effective strategies to utilize the math block.

PD Opportunity 1

LTM for math planning

Facilitator

Lori Harbaruk

Participants

Teachers and Administration

Schedule

Biweekly, from 8/24/2015 to 5/23/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Continue support of the new literacy series through monthly support meetings with the literacy trainers for teachers.				$0.00
2	G1.B1.S1.A2	Teachers will work together during common planning time and LTMs to develop new strategies and lessons to be used in instruction.				$0.00
3	G1.B1.S2.A1	Teachers will work together during common planning time and LTM's to develop new strategies and lessons to be used in instruction.				$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	School Improvement Funds		$500.00
4	G1.B2.S1.A1	Use of Fountas & Pinnell's System of Strategic Actions				$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	School Improvement Funds		$500.00
5	G1.B2.S1.A2	Conduct workshops for parents to help them to work with their children at home to reinforce higher level thinking skills being taught at school.				$200.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	School Improvement Funds		$200.00
6	G1.B3.S1.A1	Teachers use nonfiction text from literacy series resource room and the "Investigators" component from the literacy series.				$0.00
7	G1.B3.S2.A1	Use reading strategies, for example, anticipation guides, graphic organizers, study guides, response journals, etc. in content area lessons				$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	School Improvement Funds		$500.00
8	G1.B4.S1.A1	Identify students' reading needs and offer services				$0.00
9	G1.B5.S1.A1	Provide morning/after school tutorial in reading for students requiring extra time and practice to master concepts				$0.00

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10	G1.B5.S1.A2	Provide instruction using the LLI program with students who are struggling with reading				$0.00
11	G1.B5.S2.A1	Teachers will incorporate web based instruction within the classroom.				$600.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	School Improvement Funds		$600.00
			Notes: Raz-Kids			
12	G1.B6.S1.A1	School will provide parent workshops				$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	School Improvement Funds		$500.00
13	G2.B1.S1.A1	LTM for math planning				$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	School Improvement Funds		$500.00
14	G2.B1.S2.A1	Small group instruction				$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	School Improvement Funds		$500.00
15	G2.B2.S1.A1	Increase mental math skills				$200.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	School Improvement Funds		$200.00
16	G2.B3.S1.A1	School will provide parent workshops				$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	School Improvement Funds		$500.00
					Total:	$4,500.00