

Edward A. Upthegrove Elementary

280 N MAIN ST, Labelle, FL 33935

http://hendry-schools.org/education/school/school.php?sectionid=8&sc_id=1171294169

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	57%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	70%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	C	B	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 is pending approval by the Hendry 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	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 mission of Upthegrove Elementary School is to develop self-sufficient, productive individuals by providing a student-focused comprehensive curriculum supported by a safe and orderly environment, effective use of human resources, community involvement, quality facilities and materials, visionary leadership and sound management.

Provide the school's vision statement

The staff and faculty of Upthegrove Elementary School will provide a wide range of learning opportunities for all students, staff and faculty. Class sizes will be maintained per state and local guidelines. Quality education will be on the cutting edge and current to state guidelines. All students will be expected to achieve their fullest potential by attending and participating to their best ability. Parents and community will be expected to be involved with the school. All available resources will be used to accomplish these goals, including county, school, community and other state agencies.

School Environment

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

Edward A. Upthegrove teachers and staff strive to build positive relationships with all students. We incorporate celebrations of different cultures, ie. Cinco De Mayo within individual grade levels as well as Christmas Around the World activities to learn about the different cultures. We are also incorporating our AR theme school-wide. which encompasses the theme "Superheroes" . Our AR/AM reading/math program allows for individual student progress with teacher/student conferences occurring often with reviews on status of student work and understanding of content. Utilizing the IReady program in the reading and math content area, allows for students and teachers to work together in constructing graphs to show progress. We have adapted time within the day for consistent feedback with students on their academic progress.

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

Students are greeted when getting off the bus or at the pick-up line. Students are monitored while sitting on the benches outside of their classrooms or at breakfast and allowed in the classroom at 7:55. Students are also monitored in the afternoon whether at buses or parent-pickup. When students are not picked up by 3:00, a parent/guardian is required to sign them out of the office. Edward A. Upthegrove SIP team has reviewed and made changes within our school compact to incorporate a wider range of guiding questions on expectations of all participants. Our agreement has been expanded to include: a dean. Additional statements: We kept all the new changes from last year and included the dean for this year.

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

This school year, the behavior support team took a refresher course on the Positive Behavior Support Systems, in order to gain more knowledge in the implementation of PBS. This team came back and shared the information with the faculty and staff at Upthegrove Elementary School. It was well received and the updated behavioral policies have been put into place. We have incorporated a new and improved token reward system. This system encourages positive behavior among individual students and classes through a competitive approach to see which class can earn the most chips each month. PBS is the application of evidence based strategies and systems to assist schools to increase academic performance, increase safety, decrease problem behavior and establish positive school cultures. For example, these policies allow for students to spend more time in the classroom with fewer distractions and gives teachers more specific guidelines and tips for handling varying types of behaviors prior to getting to the level of being sent to the office. This program sets up more positive communication with parents/students/school leading to success for all.

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

Parent communication and keeping in touch with our students' needs is a vital part of making sure that students needs are being met. Our Counselor, Dean, and Principal all have an open door policy to which parents, as well as students, are encouraged to stop by if needed. We are in the second year of working with the Big-Brother, Big Sister program where we have several students actively participating in the program. We also have outside counselors that provide services for students on a weekly/monthly basis.

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

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	31	20	21	17	13	16	118
One or more suspensions	6	0	2	3	1	6	18
Course failure in ELA or Math	8	3	4	8	3	0	26
Level 1 on statewide assessment	0	0	0	22	0	0	22

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

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

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

We continually make parent contact, set up meetings, show data, etc to let parents see the impact on attendance and grades. We share specific academic data as well as attendance with parents in IEP meetings, 504 meetings, parent conferences and MTSS meetings.

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

Teachers utilize the student planners to have open communication with parents/guardians. Provide opportunities for parents to attend evening meetings, conferences and student/parent activities.

ie: Fall Festival, Family Reading night, Science Wizard, Open house with spaghetti dinner etc.

On Campus translators will be available for the above listed activities. Also, school wide call outs will be done in both English and Spanish to remind parents of the activities offered.

Quarterly newsletters highlighting students(Citizen of the Month, AR goals met, etc) as well as listing upcoming events held at school site.

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

We have a positive relationship within the Rotary Club which supports us financially after the annual spaghetti dinner. This money allows us to purchase items to use within the classroom setting to enhance academic achievement. The Rotary Club also provides our 3rd grade students with English and Spanish dictionaries every year.

Our local McDonalds provides happy meals for our citizens of the month at a reduced rate.

K-2 grades incorporate learning about safety through our Fire Prevention program (includes Smokey the Bear and local firefighters), Water Safety through our PE program.

1st grade visits the local Barron Library to attend a program that teachers them about the services they offer as well as how to check out books for summer reading.

2-5 grades attend the Caloosa Nature walk program which provides a wide range of educational learning experiences, after a week long of preparing for Earth Day celebrations.

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
Luckey, Larry	Principal

Duties

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

Teresa Baker - Guidance Counselor - brings any additional data to the meeting as needed

Sasha Tack - Reading Coach - Chair of the MTSS/PBS Leadership team - Facilitates MTSS/PBS meetings

Melanie Holt - Reading Resource teacher - Chair of SAC- brings relevant data to the meeting

Gen. Ed teacher - brings data and other relevant information to share at the meeting to set appropriate goals for the individual student.

Larry Luckey - Principal - shares any relevant information and school data (discipline etc.)

Karra Rivas- Dean shares any relevant information as well as school data (discipline etc.)

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 will assist teachers in the processes of MTSS/PBS. Professional Development activities relative to the MTSS/PBS process used in the identification of eligibility for ESE services, and assisting in identifying relevant interventions and demonstrating proper data collection techniques. The team will ensure that the school is providing high quality instruction and interventions are matched to the needs of the individual student. The team will also ensure the use of learning rate over time and level of performance to make important educational decisions to guide instruction.

Title 1 Part A/Part C - Parent Involvement strategies will be included within SAC and the money attached to our School Advisory Council. Some funding from SAC include money set aside for our Family Reading Night and our Fall Festival. These are not set out to be a fundraiser but an outreach to get families involved in their child's education. We also provide parents with translators on nights of parent conferences, open house, and travel to school for meetings when necessary.

The Homeless Program helps our students with Backpacks, supplies, etc. Also, Community Organizations have put together a weekly food backpack ministry to help many student (many homeless) on weekends to have food available to them.

Our Title III program assists our school with the transition between the RCMA/VPK programs. We will coordinate with this program through a program called Block Fest which will assist parents and children with the transition from VPK to the public school setting. The Title I Director will coordinate with the VPK Program Directors to set up this event.

UES will use the DARE program at the beginning of the school year to assist students with making the right choices when coming across with PEER pressures. This program is only one of the Violence Prevention programs used at UES. The Safety Matters Curriculum coming from the District level will also be taught at UES through the Guidance/Admin offices during the school day.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Larry Luckey II	Principal
Chrissy Banda	Education Support Employee
Melissa Gutierrez	Education Support Employee
Arlene Molina	Parent
Sabrina Collins	Education Support Employee
Angie Sigala	Education Support Employee
Yadira Molina	Student
Amy Perez	Parent
Melanie Holt	Teacher
Elizabeth Villa	Teacher
Rene Rivas	Parent
Meghan Hull	Parent
Stephanie Haas	Teacher
Karra Rivas	Principal

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:

provided financially for grade level field trips

reviewed data and utilized data to make small reading groups to work on specific skills

provided FSA t-shirts and snacks to students and staff during assessment weeks

tracked parental involvement with sign in sheets for parent conference as well as school activities(fall festival and reading night)

provided financially for student agenda to assist with parental communication/involvement

Development of this school improvement plan

The SAC team will review the data from the Prior year's assessment to determine areas showing student academic success for the 2014-2015 school year and what we need to do to enhance, change or add to to continue to improve our student achievement. (When available)

The SAC team will also work with other committee groups to review goals, brainstorm resources, discuss and prioritize barriers as well as strategies to overcome these barriers and reach the set goals.

Preparation of the school's annual budget and plan

We will review the current budget and look at the areas of need for our school and prioritize what is most important to help increase student achievement on statewide assessments.

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

Assist grade levels with expenditures for traveling to out of county field trips:

\$100.00 per grade level with the exception being \$100.00 being spent for the end of the year water day for Kindergarten

FSA supplies - up to \$1500.00
Student Agendas - \$1700.00
Sunshine State Book Club - 200.00
All items are subject to change cost from last year to current.

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
Luckey, Larry	Principal
Foutch, Debbie	Instructional Media
Holt, Melanie	Teacher, K-12
Paz, Ana	Teacher, K-12
Tack, Sasha	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The major initiative of the RLT will be in monitoring the success the of our current literacy programs: STAR, STAR EL, EL, AR, Successmaker, as well as including the current District reading curriculum. Grade levels will share goals and usage of current literacy programs in order to ensure these programs are being utilized for high quality instruction and data collection. PLCs will continue to focus on incorporating Differentiated Instruction (DI) into daily classroom activities. Team members will evaluate and monitor the progress of implementation on a monthly basis. Professional articles and texts will be utilized to assist in this process.

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

Teachers at UES are given weekly opportunities to plan collaboratively not only within their team, but with ESE and the reading coach. During this time, their students attend a morning walking club on their assigned morning. They also meet quarterly with the LLT to discuss expectations, goals, and reading group progress.

Small group reading instruction occurs daily during a 30 minute block of time. Groups have been divided according to their academic ability levels. The focus of instruction is based on the areas of greatest need within that group.

Data meetings are held monthly with each grade level, Reading Coach, Reading Resource, Guidance, and Dean/Principal. At these meetings, we review data, discuss what is working within the groups, and what the areas of needs are. These groups are not stagnant, they are ever changing based on the needs and progress of the students, therefore at these meetings groups are being shifted accordingly.

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

Once highly qualified teachers are hired, Edward A. Upthegrove Elementary provides many opportunities for new teachers to learn from highly qualified veteran teachers on staff. These opportunities include the option to visit other classrooms where they will see instructional strategies being modeled by veteran teachers. They work closely with a mentor teacher who provides scaffolding and modeling for the new teacher. Each mentor teacher has successfully completed the Clinical Education endorsement. Administrators in Hendry County are encouraged to attend local and state recruiting fairs that are held in April of each school year. The principals work closely with the Human Resource's office to obtain applicant information that reflects the highly qualified status that they are looking for to fill their open positions. Principals also views the Heartland Consortium Applitract website to assist in locating highly qualified candidates.

People responsible include: Mr. Larry Luckey and Mrs. Karra Rivas

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

Monitoring Plan includes: Weekly meetings to discuss issues of importance. Mini workshops in various areas of professional development such as Write Traits, Differentiated Instruction, Common Core, Lesson Planning and understanding data

New teachers needing mentors include: Ms. Hull. Mrs. Figured will be her mentor. She has taught first grade for 5 years at Upthegrove Elementary School. She is the Lead Teacher for 1st Grade. Mrs. Figured is experienced in Differentiated Instruction as well as the Florida State Standards Curriculum.

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

Reading and math textbooks were purchased in 2013-2014 for K-2 classes that are specifically aligned to the new Florida Standards. The 2014-2015 school year 3- 5 was added to the new curriculum to meet these new standards.

Our Reading Coach and Reading resource teacher are continuously looking for additional resources that relate to these new standards and sharing them with the staff through professional development and small group settings.

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

UES has implemented small homogeneous group time, within each grade level, to assist students experiencing difficulty with varying skill areas. Data meetings are held monthly to assess student progress and adjust groups as needed.

Working within these flexible small group settings will assist students in attaining the proficient or advanced level on state assessments.

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:

UES offers a Migrant After school program that assists students with language development through reading, writing, speaking, and listening. . This program is projected to begin in October 2015.

Strategy Rationale

The after school program that we offer assists students with individual help in areas of difficulty for them and are tracked continuously using data such as grades, iReady reports, and/or conferences with teachers.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Luckey, Larry, luckeyl@hendry-schools.net

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

The Migrant After School Program is strictly used to assist students with language development through reading, writing, speaking, and listening. The effectiveness of this program is directly seen within the individual student's classroom and has direct impact on student achievement. Improvement is seen within the students report card and STAR/STAR EL. The student's progress is also discussed, if needed, at parent/teacher conferences.

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

UES has one migrant VPK program. Our teacher implements phonemic awareness, alphabet recognition, phonics, concept of print, read alouds, number concepts to 20, fine and gross motor skills, and learning centers in her lesson plans. Listening and following directions is also an important component in her lessons.

At UES, all incoming Kindergarten students are assessed upon entering Kindergarten in order to determine individual as well as group needs. Students are assessed based on school readiness, oral language, print/letter awareness, phonemic and phonetic awareness.

Screening data will be collected and analyzed by classroom teachers and resource teacher in order to provide targeted instruction based on individual needs. The tools used to collect data include: STAR EL, FLKRS and Discovery Ed.

UES offers a visitation day for headstart and preschool students who will be attending our school. The pre-schoolers receive a tour of the school and are included in the activities within the kindergarten classrooms for that day.

Students going to the middle school have a pre-planned visit prior to the end of the school year to the middle school site. A presentation on what is expected and a tour is given at this time. The Middle

school also has an open house prior to the school year starting for all new incoming students. 5th grade ESE students are given a transition packet at their IEP meetings.

College and Career Readiness

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

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

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

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

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

Data Uploads

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

The following documents were submitted as evidence for this section:

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Problem Identification Summary

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

Problem Analysis Summary

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

According to the iReady reading diagnostic scale score report, phonics, vocabulary, and comprehension were the areas of focus for UES. The report indicated that the percent of students at risk in Kindergarten was 19%, first grade was 21%, second grade was 40%, third grade was 42%, fourth grade was 39%, and fifth grade was 51%. The diagnostic scale score report for math, in the areas of number and operations, measurement and data, and geometry, indicated the following percentage of students at risk in math: Kindergarten had 45%, first grade had 45%, second grade had 46%, third grade 52%, fourth grade had 14%, and fifth grade had 30%. Based on this data, our leadership team has developed a plan to implement professional development opportunities, for our teachers, that address these needs. The aim is to educate

the teachers on the resources and curriculum that are available so they, in turn, can meet the needs of their students.

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 teachers' understanding and implementation of research-based instructional strategies in the areas of number and operations, measurement and data, and geometry is increased, then students' math proficiency will increase by 55%.
- G2.** If teachers' understanding and implementation of research-based instructional strategies in the areas of phonics, vocabulary, and comprehension is increased, then students' reading proficiency will increase by 55%.

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 teachers' understanding and implementation of research-based instructional strategies in the areas of number and operations, measurement and data, and geometry is increased, then students' math proficiency will increase by 55%. 1a

G070159

Targets Supported 1b

Indicator	Annual Target
FAA Mathematics Achievement	55.0

Resources Available to Support the Goal 2

- Accelerated math grades 4-5, Discovery Ed lessons grades K-2, iReady lessons for grades 1-5, Kahn Academy, and Math Facts in a flash.

Targeted Barriers to Achieving the Goal 3

- Instruction: Professional Development, time for planning, and math resource teacher.

Plan to Monitor Progress Toward G1. 8

Assessment data will be collected and reviewed during data meetings throughout the year to determine the progress towards the goals and targets.

Person Responsible

Larry Luckey

Schedule

Quarterly, from 8/10/2015 to 5/20/2016

Evidence of Completion

STAR, STAR EL, Performance Matters, FAIR, Discovery Ed, and iReady will be used to determine if progress towards goals is being made.

G2. If teachers' understanding and implementation of research-based instructional strategies in the areas of phonics, vocabulary, and comprehension is increased, then students' reading proficiency will increase by 55%. **1a**

 G070160

Targets Supported **1b**

Indicator	Annual Target
FAA Reading Proficiency	55.0

Resources Available to Support the Goal **2**

- Research based reading resources
- Implement Spalding phonics for grades K-2. MindPlay Virtual Reading Coach grades K-5. Discovery Ed. lessons grades 1-5. Enlist the services of the resource teachers.

Targeted Barriers to Achieving the Goal **3**

- Instruction: Professional development and time for planning.

Plan to Monitor Progress Toward G2. **8**

Data from Assessments given throughout the school year as well as weekly reading test.

Person Responsible

Larry Luckey

Schedule

Every 6 Weeks, from 8/10/2015 to 8/10/2015

Evidence of Completion

Excel worksheets are turned in every 6 weeks to the Reading Coach to review. This will determine areas of Professional Development needs as well as maintain communication between teachers and the Reading Coach. Students will keep individual data notebooks to graph and reflect on their own progress.

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 teachers' understanding and implementation of research-based instructional strategies in the areas of number and operations, measurement and data, and geometry is increased, then students' math proficiency will increase by 55%. **1**

 G070159

G1.B1 Instruction: Professional Development, time for planning, and math resource teacher. **2**

 B182630

G1.B1.S1 Provide professional development for teachers to learn best practices to implement activities in the classroom. Allow time for collaborative planning for teachers. Implement the academic resource teacher for math groups. **4**

 S194383

Strategy Rationale

Students need to be provided opportunities to explore all aspects of number sense, measurement and data, geometry utilizing kinesthetic practices.

Action Step 1 **5**

Provide professional development on Accelerated Math program for staff.

Person Responsible

Ana Paz

Schedule

Semiannually, from 8/10/2015 to 5/20/2016

Evidence of Completion

As reflected on iReady diagnostic reports.

Action Step 2 5

Allow for collaborative lesson planning among grade levels.

Person Responsible

Larry Luckey

Schedule

Weekly, from 8/10/2015 to 5/20/2016

Evidence of Completion

Lesson plans will be collected and reviewed weekly for evidence of implementation of lessons that have been collaborated on.

Action Step 3 5

Implementation of the academic resource teacher, Mrs. Holt, as a math resource.

Person Responsible

Melanie Holt

Schedule

Daily, from 8/10/2015 to 5/20/2016

Evidence of Completion

Based on the number of students at risk as shown by diagnostic reports on iReady.

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

Professional Development opportunities will be provided for staff.

Person Responsible

Larry Luckey

Schedule

Semiannually, from 8/10/2015 to 5/20/2016

Evidence of Completion

Staff will be required to sign a professional development form upon completion of training.

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

Teachers will be given opportunities for collaborative lesson planning.

Person Responsible

Larry Luckey

Schedule

On 5/20/2016

Evidence of Completion

Assessment data will show an increase in student achievement based on collaborative planning.

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

Implementation of academic resource teacher, Mrs. Holt, for intensive math instruction for 3rd grade.

Person Responsible

Larry Luckey

Schedule

Daily, from 8/10/2015 to 5/20/2016

Evidence of Completion

Assessment data will show an increase in data collected for 3rd grade multiplication facts.

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

Every 6 weeks grade level data meetings will be conducted to review student achievement.

Person Responsible

Larry Luckey

Schedule

Every 6 Weeks, from 9/15/2015 to 5/20/2016

Evidence of Completion

Assessment data will be used as evidence to assess and monitor the effectiveness of the action plan. Assessments include all Core Content curriculum. ie. STAR, STAR EL, Performance Matters, FAIR, Discovery Ed., and iReady.

G2. If teachers' understanding and implementation of research-based instructional strategies in the areas of phonics, vocabulary, and comprehension is increased, then students' reading proficiency will increase by 55%.

1

G070160

G2.B1 Instruction: Professional development and time for planning. 2

B182633

G2.B1.S1 Provide professional development for teachers to learn best practices to implement activities in the classroom, along with collaborative lesson planning. 4

S194384

Strategy Rationale

Students need to be provided opportunities to explore research based instructional strategies.

Action Step 1 5

Spalding Phonics professional development.

Person Responsible

Sasha Tack

Schedule

Semiannually, from 8/3/2015 to 5/20/2016

Evidence of Completion

According to iReady diagnostic scale score report, at least 55% of students in each grade level will achieve specified years of growth in reading.

Action Step 2 5

Grade level collaborative lesson planning.

Person Responsible

Larry Luckey

Schedule

Weekly, from 8/10/2015 to 5/20/2016

Evidence of Completion

Teachers will have implemented the planning into their weekly lesson plans.

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

Professional development provided to staff.

Person Responsible

Larry Luckey

Schedule

Every 2 Months, from 8/10/2015 to 5/20/2016

Evidence of Completion

Teachers will be required to sign in on the Professional Development form.

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

Teachers will participate in collaborative lesson planning.

Person Responsible

Larry Luckey

Schedule

Weekly, from 8/10/2015 to 5/20/2016

Evidence of Completion

Teachers' lesson plans will be reviewed weekly for implementation of collaborative planning along with increase student achievement as noted on assessments.

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

Implementation of Mrs. Holt, academic resource teacher, during intensive reading groups.

Person Responsible

Larry Luckey

Schedule

Daily, from 8/10/2015 to 5/20/2016

Evidence of Completion

As noted in lesson plans and as shown based on increase student achievement on assessments.

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

Every 6 weeks, grade level data meetings will help to review student achievement and adjust small groups as needed.

Person Responsible

Larry Luckey

Schedule

Every 6 Weeks, from 8/10/2015 to 8/10/2015

Evidence of Completion

Assessments will be used as evidence to assess and monitor effectiveness of the action plan. Assessments include all Core Content curriculum. ie: STAR, STAR EL, Performance Matters, Discovery Ed, iReady.

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	Provide professional development on Accelerated Math program for staff.	Paz, Ana	8/10/2015	As reflected on iReady diagnostic reports.	5/20/2016 semiannually
G2.B1.S1.A1	Spalding Phonics professional development.	Tack, Sasha	8/3/2015	According to iReady diagnostic scale score report, at least 55% of students in each grade level will achieve specified years of growth in reading.	5/20/2016 semiannually
G1.B1.S1.A2	Allow for collaborative lesson planning among grade levels.	Luckey, Larry	8/10/2015	Lesson plans will be collected and reviewed weekly for evidence of implementation of lessons that have been collaborated on.	5/20/2016 weekly
G2.B1.S1.A2	Grade level collaborative lesson planning.	Luckey, Larry	8/10/2015	Teachers will have implemented the planning into their weekly lesson plans.	5/20/2016 weekly
G1.B1.S1.A3	Implementation of the academic resource teacher, Mrs. Holt, as a math resource.	Holt, Melanie	8/10/2015	Based on the number of students at risk as shown by diagnostic reports on iReady.	5/20/2016 daily
G1.MA1	Assessment data will be collected and reviewed during data meetings throughout the year to determine the progress towards the goals and targets.	Luckey, Larry	8/10/2015	STAR, STAR EL, Performance Matters, FAIR, Discovery Ed, and iReady will be used to determine if progress towards goals is being made.	5/20/2016 quarterly
G1.B1.S1.MA1	Every 6 weeks grade level data meetings will be conducted to review student achievement.	Luckey, Larry	9/15/2015	Assessment data will be used as evidence to assess and monitor the effectiveness of the action plan. Assessments include all Core Content curriculum. ie. STAR, STAR EL, Performance Matters, FAIR, Discovery Ed., and iReady.	5/20/2016 every-6-weeks
G1.B1.S1.MA1	Professional Development opportunities will be provided for staff.	Luckey, Larry	8/10/2015	Staff will be required to sign a professional development form upon completion of training.	5/20/2016 semiannually

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.MA2	Teachers will be given opportunities for collaborative lesson planning.	Luckey, Larry	8/10/2015	Assessment data will show an increase in student achievement based on collaborative planning.	5/20/2016 one-time
G1.B1.S1.MA3	Implementation of academic resource teacher, Mrs. Holt, for intensive math instruction for 3rd grade.	Luckey, Larry	8/10/2015	Assessment data will show an increase in data collected for 3rd grade multiplication facts.	5/20/2016 daily
G2.MA1	Data from Assessments given throughout the school year as well as weekly reading test.	Luckey, Larry	8/10/2015	Excel worksheets are turned in every 6 weeks to the Reading Coach to review. This will determine areas of Professional Development needs as well as maintain communication between teachers and the Reading Coach. Students will keep individual data notebooks to graph and reflect on their own progress.	8/10/2015 every-6-weeks
G2.B1.S1.MA1	Every 6 weeks, grade level data meetings will help to review student achievement and adjust small groups as needed.	Luckey, Larry	8/10/2015	Assessments will be used as evidence to assess and monitor effectiveness of the action plan. Assessments include all Core Content curriculum. ie: STAR, STAR EL, Performance Matters, Discovery Ed, iReady.	8/10/2015 every-6-weeks
G2.B1.S1.MA1	Professional development provided to staff.	Luckey, Larry	8/10/2015	Teachers will be required to sign in on the Professional Development form.	5/20/2016 every-2-months
G2.B1.S1.MA3	Teachers will participate in collaborative lesson planning.	Luckey, Larry	8/10/2015	Teachers' lesson plans will be reviewed weekly for implementation of collaborative planning along with increase student achievement as noted on assessments.	5/20/2016 weekly
G2.B1.S1.MA4	Implementation of Mrs. Holt, academic resource teacher, during intensive reading groups.	Luckey, Larry	8/10/2015	As noted in lesson plans and as shown based on increase student achievement on assessments.	5/20/2016 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.

G2. If teachers' understanding and implementation of research-based instructional strategies in the areas of phonics, vocabulary, and comprehension is increased, then students' reading proficiency will increase by 55%.

G2.B1 Instruction: Professional development and time for planning.

G2.B1.S1 Provide professional development for teachers to learn best practices to implement activities in the classroom, along with collaborative lesson planning.

PD Opportunity 1

Spalding Phonics professional development.

Facilitator

Sasha Tack

Participants

Staff

Schedule

Semiannually, from 8/3/2015 to 5/20/2016

Technical Assistance Items

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

G1. If teachers' understanding and implementation of research-based instructional strategies in the areas of number and operations, measurement and data, and geometry is increased, then students' math proficiency will increase by 55%.

G1.B1 Instruction: Professional Development, time for planning, and math resource teacher.

G1.B1.S1 Provide professional development for teachers to learn best practices to implement activities in the classroom. Allow time for collaborative planning for teachers. Implement the academic resource teacher for math groups.

PD Opportunity 1

Provide professional development on Accelerated Math program for staff.

Facilitator

Ana Paz

Participants

2nd-5th Grade teachers

Schedule

Semiannually, from 8/10/2015 to 5/20/2016

Budget

Budget Data

1	G1.B1.S1.A1	Provide professional development on Accelerated Math program for staff.	\$0.00
2	G1.B1.S1.A2	Allow for collaborative lesson planning among grade levels.	\$0.00
3	G1.B1.S1.A3	Implementation of the academic resource teacher, Mrs. Holt, as a math resource.	\$0.00
4	G2.B1.S1.A1	Spalding Phonics professional development.	\$0.00
5	G2.B1.S1.A2	Grade level collaborative lesson planning.	\$0.00
Total:			\$0.00