Ochwilla Elementary School

2015-16 School Improvement Plan

Ochwilla Elementary School

299 N STATE ROAD 21, Hawthorne, FL 32640

oes.putnamschools.org

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	100%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	38%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	F	D	C

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 Putnam County School Board on 12/8/2015.

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
Priority	2	Wayne Green
Former F		**Turnaround Status**
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

We will ensure the success of every student at high levels of learning.

Provide the school's vision statement

We will create a collaborative culture that uses standards-based differentiated instruction to ensure student success.

School Environment

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

We have a single school wide positive behavior plan to include 5 Whole Brain rules, point systems in each class room, unified fun activities based on the points, and quarterly celebrations. During these opportunities the teachers interact with the students and family members and learn from one another. We hold weekly class councils and involve the Northeast Florida Community Action Agency as a partner to serve our community.
The North-East Florida Community Action Agency is a non-profit group which uses grant funding to help indigent individuals and families pay for electricity, access government assistance, and engage in their community to gain training and education to better their lives and build skills for future employment.

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

We have developed opportunities for children to enjoy before-school activities both physical and intellectual, we have enforced policies regarding bullying, respect, and behavior, and we provide a safe atmosphere with adult supervision after school. We also have a school-wide PBS plan that involves students being individually recognized and being recognized as a class for demonstrating traits of "good character" (Character Counts). We utilize positive referrals as well where teachers can write students up for positive reasons. In such cases, home contact is made and students receive rewards accordingly. In addition, we view students through the lens of a Growth Mindset hoping to inspire students to positively react to challenges instead of feeling defeated when meeting them. Likewise, our academic reward systems (iReady rewards) reward academic growth which encourages students to continue to strive to achieve.

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

In every classroom on campus, teachers use a fluid behavior management system where student behavior is charted on a "clip chart" with 5-6 levels. Students begin each day with their clips in the center or on "Ready to Learn". Based on positive or negative behaviors, students can move in either direction yielding consequences or rewards. Likewise, students always have the opportunity to recover after they have made an inappropriate choice warranting moving clips down. This system should maximize student instructional time by eliminating or minimizing student misbehavior.

We are also using a school-wide Whole-Brain teaching set of five rules:
1. Follow Directions Quickly
2. Raise your hand to speak
3. Raise your hand to leave your seat
4. Make Smart Choices
5. Keep your dear teacher happy
These are used in every room and every setting at the school, including the cafeteria and library.

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

Our guidance counselor conducts guidance lessons on character traits in all grade levels. We utilize select resource officers in county to mentor select students. We also hold weekly class counsels that address the social needs of children, especially the key developmental shift years of 2nd and 4th grades.

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

Our early warning system includes quarterly data reviews to discuss students not attending regularly (90%), students who have shown behavior problems, and students who have academic deficiencies. These meetings help us to create action plans for further intervention. Also, our MTSS team, including the school psychologist, is adept at identifying and putting in place interventions for these children who show acute issues in between semester meeting times. This process has shown to be very successful in curbing behaviors and in identifying students with academic needs beyond the regular curriculum. Likewise, there is a district mental health counselor available when needed.

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	10	13	8	10	10	4	55
One or more suspensions	1	6	2	2	4	0	15
Course failure in ELA or Math	0	0	0	1	2	0	3
Level 1 on statewide assessment	0	3	5	10	5	22	45

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

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

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

Children displaying these signs are given one or more of the following interventions in an attempt to change their deficiencies:

1. Tier 2 instruction in academic area of need
2. A behavior plan, including time with Tier 2 behavior instruction with the counselor.
3. Attendance incentives for individuals.
4. Attendance meetings with families, guidance counselor, and law enforcement.
5. Supplemental instructional support in reading and math through computer-based learning.

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 accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/172830.

Description

A PIP has been uploaded for this school or district - see the link above.

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 partnered with Northeast Florida Community Action Agency to provide families with financial and work-related resources to help engage families in the school and community, to provide students with a work experience program, and to provide families with events related to community service. We have a partnership with Woodlawn Baptist Church, who provides approximately $10,000 worth of food for our hungry families and donations of clothes and school supplies each year. Johnson RCMA also partners with the school to further early childhood education and parental classes designed to engage parents in the education of their children. We hold several parent nights each year combining student performances, food, and educational material in the further attempt to bring parents into the process.Finally, the Rotary Club has offered its services to assist children with clothing needs as well as other items as determined on a case by case basis.

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
Wynn, Montez	Principal
Driggers, Tammie	Assistant Principal
Deguzman, Leigh	Instructional Coach
Pilling, Donna	Guidance Counselor
Mathis, Marion	Instructional Coach

Duties

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

Montez Wynn and Tammie Driggers: Monitoring progress on the SIP, monitoring the effectiveness of the MTSS team. Also, participate in individual student MTSS meetings to help remove barriers and align resources.
Leigh DeGuzman: Bring instructional resources and expertise to assist teachers in the entire scope of the MTSS model, from Tier I to Tier III. Also, facilitate iReady growth monitoring and diagnostic testing.
Donna Pilling: Facilitate the MTSS student meetings, record and assist in the development of student plans, and provide teachers with ideas for interventions and methods of progress monitoring.
Marion Mathis: Coaching math instruction and providing support to the educational leaders in the coaching, evaluating, and retention of teachers.

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

Ochwilla uses MTSS to develop our priorities in funding, staffing, PD, resource allocation, and student placement by using summative assessment data to identify priorities, creating goals for short term instructional purposes, and then use progress monitoring data to guide short term priorities and intervention levels.
District support will additionally include the use of Ryan Zimmerman for assistance with science planning and data analysis.
Title I. Part A. Programs are coordinated through the Curriculum/Instruction/Assessment department at the district level and include the Assistant Superintendent and personnel from ESE, MTSS, ESOL, PBS and School Improvement (Federal Programs). This team meets monthly (at a minimum) and establishes and monitors program evaluation for all schools to ensure entitlement programs' resources are available and fully implemented at each school site and that all funds are used effectively and efficiently as possible. School sites have the responsibility of keeping an inventory of resources purchased with Title I. Communication throughout the year is ongoing with the building level administrators regarding progress toward the goals and objectives as stated in the grants.
Coordination of these services is done in the following ways:
(1) Principal and Assistant Principal meetings are scheduled monthly;
(2) Progress monitoring assessments are completed during the year, with the results reported to each participating school for review. Revisions in objectives or instructional strategies are addressed and implemented to meet the needs of all students;
(3) Email dissemination regarding school improvement, technical assistance, and data guidance are made available to school leaders;
(4) All schools participate in an Instructional Review to identify individual school needs and desired support;

(5) Support for schools is differentiated based on each school's current academic performance, teacher quality, leadership experience, and supportive environment;

(6) Collaborative assistance is provided by consultants hired to address specific deficiencies demonstrated by participating schools through assessment analysis;

(7) Professional development and support is coordinated with school leaders and provided by School Improvement Specialists and the Curriculum/Instruction/Assessment department on topics including lesson planning, instructional practices, resources, and problem solving.

Title I, Part C. In addition to the services provided by Title I, Part A, the district uses Part C funds to improve the academic achievement of the school's migratory children. Title I, Part C initiatives are coordinated by the Curriculum/Instruction/Assessment department, Federal Programs, and Exceptional Student Education.

Title I, Part D. In addition to the services provided by Title I, Part A, the district maintains collaborative and partner-like relationships with Family Medical and Dental Services and Putnam Health to serve homeless, neglected, and delinquent students by providing health services. The District partners with the Department of Juvenile Justice and Putnam County Sheriff's Department to target delinquent students and provide mentoring and counseling services that foster relationships and provide supplemental support services. Funds are also utilized to provide services at the district's Solutions Center (Alternative Center).

Title II. Part A. The Title II Project Director meets with Curriculum/Instruction/Assessment personnel as well as the directors of Title I and Title VI to ensure coordination and alignment of activities and fiscal support. At the district level, content coach positions in ELA, Math, and Science are funded as resource support for schools and teachers. Funds are also utilized to provide professional development for teachers and administrators at the district level. Funds are allocated at each school site to support professional development specific to the needs of the teachers as determined by the needs of their students.

Title III. The Title III Coordinator supports our English Language Learner (ELL) population by coordinating with schools to provide professional development opportunities for teachers, tutoring assistance for students based on need, after school programs for parents and students, and supplemental materials. In addition, a teaching assistant position is funded at Crescent City High School.

Title VI. Part B. The Title VI Project Director meets with Curriculum/Instruction/Assessment personnel as well as the directors of Title I and Title II to ensure coordination and alignment of activities and fiscal support. Funds are utilized to provide professional development for teachers to improve standards-based instruction. At the secondary level, funds are also utilized to provide credit recovery and tutoring for students to pass Florida EOC exams.

Nutrition Programs. Each student in Putnam County is provided free breakfast and lunch through the Community Eligibility Provision Program (CEP).

Adult Education. Adult education is available at Saint Johns River State College through a collaboration with Workforce.

Housing Programs. The district has a working relationship with the Putnam County Public Housing Authority.The authority supports the district by encouraging parents to participate in parental involvement designed to increase student achievement.

Violence Prevention Programs. The district works collaboratively with the Department of Juvenile Justice to provide support to students in need of behavioral interventions within and/or outside the school day.

Career and Technical Education. The Career and Technical Education (CTE) department works closely with students and business partners to provide each student the opportunity to leave high school as a highly skilled graduate with the skills necessary to thrive in current and future careers.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Kaeli Parrish	Student
Keith Biggs	Teacher
Brian Parrish	Parent
Montez Wynn	Principal
Shawn Goode	Parent
Sandra Simpkins	Parent
Felicia Walker	Parent
Teri Jo Myers	Parent
	Student

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 team will review school data, discuss outcome goals, give input on the strategies going forward, and hold the leadership accountable for follow through of SIP goals and points of data. The team has already given a great deal of input and have many unique ideas for engaging the parents and community to help the students achieve goals.

Development of this school improvement plan

The SAC will be the committee who writes and edits the SIP based on school data and outcome goals.

Preparation of the school's annual budget and plan

The SAC will be informed and will give input on the budget to help find the most efficient use of funds.

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

We used the funds last year to improve technology access for the students which helped them learn and practice skills in center activities.

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
Deguzman, Leigh	Instructional Coach
Wynn, Montez	Principal
Driggers, Tammie	Assistant Principal
Mathis, Marion	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

Major initiatives include:
1. Shift to Florida Standards
2. Aligning current resources
3. Implementing the district adopted ELA adoption- HMH Journeys, and use of iReady

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

We continue to refine the PLC process in our school. We work in the collaborative teams, based on grade levels, weekly during the contract hours. We have systems set in place to ensure that teachers are able to collaboratively plan and that students receive differentiated remediation during the school day.

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

Wynn and Driggers are responsible for creating interview teams and will review applications for those positions posted as vacant. Professional Development will be provided to new and continuing teachers, supporting development will be provided by mentor teachers and the Human Resources department.

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

New teachers are paired with mentor teachers who, if possible, share grade level and content areas with the new teachers. They have a program, developed by the district, to complete for basic competencies, and they are given the opportunity to observe their mentors and participate in lesson study to further a deeper understanding of planning, instructional processes, and data research that will make them effective teachers.

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

A vetting process for the HMH Journeys reading program was enacted by the district and included faculty members from all schools as well as reading specialists at the district level. We use the math program, Engage New York because it is aligned to the new Florida Standards. Likewise, we utilize MFAS to supplement that instruction. Our writing program, Be a Writer, is aligned to the standards

and has been vetted by members of faculties in Florida. Our science program, Discovery Ed Science, is a nationally recognized series which is not totally aligned to the standards and is therefore supplemented by teacher-accessed materials. Finally, we use iReady as our reading and math intervention school-wide.

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

Our use of data includes formative and summative assessment data from past national and state assessments, FAIR assessments, iReady, Performance Matters, Engage NY, and HMH Journeys, to allow us to properly track student mastery of standards. In our PLCs we use data to identify areas in need of remediation and design remediation plans for the students in need. Our MTSS process identifies students who need a level of scaffolding that goes beyond remediation and we have interventionists in the class rooms who provide that further support.

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: Summer Program

Minutes added to school year: 1,350

The district provided all teachers with three days of summer professional development and planning using the Learning Focused Framework. Teachers were provided guidance on the components of the framework and then had time to collaborate and plan lessons aligned to Florida Standards.

Strategy Rationale

In an effort to strengthen core instruction, the district has adopted the research based Learning Focused Framework to guide teachers in planning standards-based instruction.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Wynn, Montez, mwynn@my.putnamschools.org

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

School administrators will monitor the implementation of the Learning Focused Framework using walkthroughs, lesson plan review, and teacher observations. This data will be collected in iObservation. School administrators will also engage in analysis of student achievement data with the school-based leadership team and teachers.

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

Our school offers PreK, ESE PreK, and receives students from other VPK programs in the community. We have family meetings with the parents and family members of these children and inform them of future requirements and helpful information for parents. We also have a kindergarten roundup in the spring and over the summer to register children and prepare families for 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

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.

As a result of having earned the grade of an F, Ochwilla data was analyzed revealing a major deficit in the area of student differentiated instruction. To support and enhance student achievement through focused learning with differentiated instruction, this year, we created strategic goals that would suffice. Teachers will assist in meeting these goals through whole group, small group, interventions and technology.

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 our teachers plan and implement differentiated instruction, based on formative data in all content areas, then we will see an improvement in student achievement.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. If our teachers plan and implement differentiated instruction, based on formative data in all content areas, then we will see an improvement in student achievement. `1a`

🔑 G072577

Targets Supported `1b`

Indicator	Annual Target
FSA English Language Arts - Achievement	35.0
FSA Mathematics - Achievement	26.0
FCAT 2.0 Science Proficiency	50.0
ELA Achievement District Assessment	50.0
ELA/Reading Gains District Assessment	100.0
Math Gains District Assessment	100.0
Math Achievement District Assessment	55.0

Resources Available to Support the Goal `2`

- PLC at Work strategies
- HMH Journeys Program
- Be a Writer Program

Targeted Barriers to Achieving the Goal `3`

- Professional Development in Differentiation

Plan to Monitor Progress Toward G1. `8`

Pull comparative data comparing Diagnostic 1 and 2 in both reading and math looking for a 10% increase or higher in growth

Person Responsible
Montez Wynn

Schedule
Quarterly, from 8/31/2015 to 1/29/2016

Evidence of Completion
Our school's growth average in iReady will increase by at least 10% from Diagnostic 1 to the 2nd Diagnostic

Plan to Monitor Progress Toward G1. `8`

Analyze state assessment data

Person Responsible
Montez Wynn

Schedule
On 6/15/2016

Evidence of Completion
FSA data, spreadsheet with comparative data, notes, etc.

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 our teachers plan and implement differentiated instruction, based on formative data in all content areas, then we will see an improvement in student achievement. `1`

🔑 G072577

G1.B1 Professional Development in Differentiation `2`

🔑 B189329

G1.B1.S1 Our teachers will need practice and coaching in the area of differentiating instruction. `4`

🔑 S200679

Strategy Rationale

By providing PD in iReady differentiation, instruction and modeling in how to use the data, and then modeling how the strategies needed are to be implemented we will see a clear growth in differentiation inside the instructional block and an improvement in student achievement scores.

Action Step 1 `5`

Teachers will print out and use the iReady group differentiation charts to regularly reevaluate groups based on group and individual needs

Person Responsible

Leigh Deguzman

Schedule

Weekly, from 8/31/2015 to 5/27/2016

Evidence of Completion

Grouping charts from iReady will be kept behind current lesson plans for monitoring purposes

Action Step 2 5

Teachers will partake in PD regarding how to locate and utilize the iReady grouping charts and resources for intervention and differentiation (will be done in PLCs)

Person Responsible

Leigh Deguzman

Schedule

On 8/31/2015

Evidence of Completion

PLC sign in sheet and agenda for PD

Action Step 3 5

Administration will send out email clarification to support CRT and Math Coach regarding common board configuration (scales, EQs, learning goals, size of display, font, etc.)

Person Responsible

Tammie Driggers

Schedule

Every 3 Weeks, from 10/13/2015 to 11/16/2015

Evidence of Completion

Email copy

Action Step 4 5

1st grade will receive specific support from coach(es) with scale development for learning goals

Person Responsible

Leigh Deguzman

Schedule

Weekly, from 10/9/2015 to 11/23/2015

Evidence of Completion

PLC agenda specific to creation of scales, sign in sheets

Action Step 5 `5`

    Person Responsible

    Schedule

    Evidence of Completion

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

Administration will meet with CRT weekly to discuss progress of teacher "differentiation plans".

    Person Responsible

    Montez Wynn

    Schedule

    Weekly, from 8/31/2015 to 5/27/2016

    Evidence of Completion

    CRT notes, meeting notes

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

Administration will preview PD plan with CRT and will attend the PD session

    Person Responsible

    Montez Wynn

    Schedule

    Weekly, from 8/31/2015 to 5/27/2016

    Evidence of Completion

    PD plans and agenda/meeting notes

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

Teachers will become adept at implementing differentiation inside the classroom.

Person Responsible

Montez Wynn

Schedule

Weekly, from 8/31/2015 to 5/29/2016

Evidence of Completion

Student work and classroom observation will show a continuous cycle of differentiation where students are accessing the material at the levels they need in order to grow to proficiency or at least demonstrating adequate growth of 1.5 years.

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	Teachers will print out and use the iReady group differentiation charts to regularly reevaluate groups based on group and individual needs	Deguzman, Leigh	8/31/2015	Grouping charts from iReady will be kept behind current lesson plans for monitoring purposes	5/27/2016 weekly
G1.B1.S1.A2	Teachers will partake in PD regarding how to locate and utilize the iReady grouping charts and resources for intervention and differentiation (will be done in PLCs)	Deguzman, Leigh	8/31/2015	PLC sign in sheet and agenda for PD	8/31/2015 one-time
G1.B1.S1.A3	Administration will send out email clarification to support CRT and Math Coach regarding common board configuration (scales, EQs, learning goals, size of display, font, etc.)	Driggers, Tammie	10/13/2015	Email copy	11/16/2015 every-3-weeks
G1.B1.S1.A4	1st grade will receive specific support from coach(es) with scale development for learning goals	Deguzman, Leigh	10/9/2015	PLC agenda specific to creation of scales, sign in sheets	11/23/2015 weekly
G1.B1.S1.A5	[no content entered]			one-time	
G1.MA1	Pull comparative data comparing Diagnostic 1 and 2 in both reading and math looking for a 10% increase or higher in growth	Wynn, Montez	8/31/2015	Our school's growth average in iReady will increase by at least 10% from Diagnostic 1 to the 2nd Diagnostic	1/29/2016 quarterly
G1.MA2	Analyze state assessment data	Wynn, Montez	6/15/2016	FSA data, spreadsheet with comparative data, notes, etc.	6/15/2016 one-time
G1.B1.S1.MA1	Teachers will become adept at implementing differentiation inside the classroom.	Wynn, Montez	8/31/2015	Student work and classroom observation will show a continuous cycle of differentiation where students are accessing the material at the levels they need in order to grow to proficiency or at least demonstrating adequate growth of 1.5 years.	5/29/2016 weekly
G1.B1.S1.MA1	Administration will meet with CRT weekly to discuss progress of teacher "differentiation plans".	Wynn, Montez	8/31/2015	CRT notes, meeting notes	5/27/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.MA3	Administration will preview PD plan with CRT and will attend the PD session	Wynn, Montez	8/31/2015	PD plans and agenda/meeting notes	5/27/2016 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. If our teachers plan and implement differentiated instruction, based on formative data in all content areas, then we will see an improvement in student achievement.

G1.B1 Professional Development in Differentiation

G1.B1.S1 Our teachers will need practice and coaching in the area of differentiating instruction.

PD Opportunity 1

Teachers will partake in PD regarding how to locate and utilize the iReady grouping charts and resources for intervention and differentiation (will be done in PLCs)

Facilitator

Deguzman, Leigh (CRT)

Participants

Grade level teachers, CRT, and an administrator

Schedule

On 8/31/2015

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	Teachers will print out and use the iReady group differentiation charts to regularly reevaluate groups based on group and individual needs	$0.00
2	G1.B1.S1.A2	Teachers will partake in PD regarding how to locate and utilize the iReady grouping charts and resources for intervention and differentiation (will be done in PLCs)	$0.00
3	G1.B1.S1.A3	Administration will send out email clarification to support CRT and Math Coach regarding common board configuration (scales, EQs, learning goals, size of display, font, etc.)	$0.00
4	G1.B1.S1.A4	1st grade will receive specific support from coach(es) with scale development for learning goals	$0.00
5	G1.B1.S1.A5		$0.00
		Total:	$0.00