Memorial Elementary School

2015-16 School Improvement Plan

Memorial Elementary School

851 E HICKORY ST, Arcadia, FL 34266

http://mes.desotoschools.com/

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	76%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	71%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	D*	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 Desoto County School Board on 11/10/2015.

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	4	Jim Browder

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 Memorial Elementary School is to prepare all students to be successful citizens and productive workers in the twenty-first century.

Provide the school's vision statement

It is our vision that Memorial Elementary will be known for its excellence in education through outstanding student achievement.

School Environment

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

At the beginning of the school year, each teacher conducts activities for children to introduce themselves to their classmates and share information about themselves. The teacher also participates and models by sharing information about themselves. Posters, writing samples, and drawings are displayed as reminders of the uniqueness of each individual. We believe that the development of positive relationships and rigorous instruction improves student achievement.

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

During the first week of school, administration meets with each grade level and reviews school-wide rules and expectations for how we act and how we treat each other. It is made clear that the rules and the expectations are the same for any school-sponsored activity. Each teacher takes the first week of school to review and to practice class rules and procedures. Anti-bullying techniques are reviewed. Students are informed about extra curricular activities in which they may participate such as safety patrol, chorus, runners club, Bully Busters, and art club.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

The code of student conduct outlines a set of rules and expectations along with a progressive set of consequences for inappropriate behavior. The emphasis is on keeping students on task and returning them to task should they stray. Each teacher has a classroom discipline plan that includes consequences of time out in class, time out in a partnering class, and time out with administration should the other two be unsuccessful. Prior to being escorted to an administrative time out, the Dean is to intervene to try to return the child to on-task behavior. Reportable discipline referrals are made in Skyward and processed through that record keeping program.

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

The guidance counselor provides individual, small group, and large group counseling throughout the year. She also implements an anti-bullying program to educate children about handling and reporting these types of situations. MES also has access to a social worker who can make home visits and

refer individuals or families to needed services. Additional academic opportunities will be made available through an after school tutoring program once funding is allocated.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

A Parent Involvement Specialist works with each of the elementary schools to enhance parental involvement. A parent involvement activity is offered each month for parents at particular grade levels or for parents of students with specific needs. The workshops provide ideas and materials parents can use at home to increase student success. The district writes and implements the Parent Involvement Plan. Memorial Elementary supports the activities by providing materials when needed, guest speakers if requested, and appropriate space for the activity. MES also provides a "Meet the Teacher" event prior to the first day of school. The Annual Meeting is held early in the year to provide specific information to parents about the school's performance the previous year along with the plans for the coming year. The Parent Involvement Plan is made available upon request to anyone wishing to review it.

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

Local businesses and social organizations, like RV associations, Rotary, the Shriners, and Kiwanis, are contacted and informed of specific needs the school has. If one of the groups or businesses supports the request, newspaper articles, photos, and letters of appreciation are used to help build a positive relationship with that organization and to maintain it over time. Our relationship with the local newspaper is a key component that assures positive and meaningful public relations for our other supporters.

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
Wolgast, Dale	Principal
White, Tracey	Assistant Principal
Collier, Lorena	Instructional Coach
VonDach, Lisa	Guidance Counselor
Hechevarria, Keyla	Dean

Duties

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

Administration: (Principal, Assistant Principal, Dean)
Role: Leadership
Sets the vision for the problem solving process, provides the allocation of resources, supports program evaluation, monitors staff support and climate, and assures the fidelity of the implementation of the intervention plan.
Guidance Counselor:
Role: Coordinator, facilitator
Assists administration and staff in understanding the familial, cultural and community components of the student's response to instruction, learning and academic success, collaborates with teachers and others to track documentation and schedule students for MTSS Team meetings.
Instructional Coach:
Role: Facilitator, data analysis, instructional strategies expert, coaching
Helps select, design and implement the school's screening programs and dynamic assessments, participates in the design and delivery of professional development, supports colleagues through mentoring/coaching, collaborates with others to provide consistency in reinforcing skills, and provides a level of expertise on appropriate interventions for identified needs.
Teachers: (Core, ESE Inclusion, Full Time ESE, ESOL, Migrant)
Role: Identifier, implementer, analyzer
Initially identifies academic or behavioral problems needing to be addressed, helps analyze the data, develop an intervention plan, and implements the plan with fidelity, gathers and charts the data, presents the outcomes to the MTSS Team, assists in the interpretation of the effectiveness of the intervention plan.
Note: The school-based team is supported by the behavior specialist, school social worker, school psychologist, staffing specialist, and speech/language pathologist.

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

Memorial's MTSS process is based upon a seven step problem solving model. Step one defines the problem. The problem must be identified is such a way that it is observable, specific, and can be quantified. Step two leads to the development of an assessment plan. Ideas are brainstormed to try to identify possible reasons the problem is occurring. The process generates a hypothesis and assessment questions related to the problem. The third step is an analysis of the assessment plan identified in step 2. In this step it is determined how the problem will be measured. In the fourth step a goal statement is generated. Specific descriptions of the change or changes expected in the student's academic outcomes or behaviors are written. Step five is where the intervention plan is written. The intervention(s) are based on best practices and research-based strategies proven to be effective. The implementation of the intervention plan is done in step 6. Here is where the resources, both human and non-human are brought to bear. These resources may include the core teacher, the behavior specialist, support personnel, guidance, and others. Other resources may include supplemental materials, manipulatives, leveled readers, schedule changes, extended day, and other interventions and strategies that may positively impact outcomes. Finally, in step 7, an analysis of the assessment plan is made. The MTSS team meets and makes a team decision on the effectiveness of the interventions by reviewing the data gathered and charted by the core teacher. Depending upon the analysis of the data, the plan is either continued or discontinued. The student may progress to a higher tier where further interventions are provided or the student may return to the core curriculum

without further intervention.

Title I, Part A funds are used to provide services to students needing help in reading and math through the regular core program, after school academic offerings, summer institutes, and other instructional interventions during the regular school day. Title I, Part C funds provide a Migrant Advocate and a paraprofessional for instructional support to students. Title III funds an ESOL teacher and two paraprofessionals to provide instruction for the acquisition of English to students whose primary language is one other than English. They also support the instruction of the core teacher through the inclusion model. All of these funding sources are coordinated through the structure of the school's regular program. Teachers and paraprofessionals funded from these sources have access to the data produced by their students. Core teachers share their lesson plans with the inclusion teachers to ensure the instruction they are providing is relevant to what is happening in the core classroom.

Title II, Part A funds are used to provide professional development for faculty, staff, and administration targeted to meet the needs of the school as determined by the student performance data and stakeholder surveys. Title II Part D funds are used to support instructional technology through the purchase and repair of hardware and software and provide some professional development in the use of the technology to enhance student outcomes. The PD is all coordinated with the identified needs of the school.

Homeless, SAI, and Violence Prevention funds are all used in conjunction with the other entitlements listed above to provide additional instruction designed to supplement instructional strategies either after school or over the summer for students who are assured of adequate clothing, food, and shelter and of a safe schooling environment in which to receive these services.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Rosa Stainbrook	Parent
Juan Valdovinos	Parent
Barbara Foster-Jackson	Parent
Sarita Patel	Parent
Elvia Valdovinos	Parent
Juan Perez	Parent
Perla Barajas	Parent
Faviana Villafuerte	Parent
Pat DeSilva	Teacher
Karen Neads	Teacher
Aida Schomberg	Teacher
Leslie Lolley	Teacher
Dale Wolgast	Principal
Maricruz Mateo	Parent
Elias Parocua	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 first meeting of the 2015-2016 SAC is two fold. The first purpose is to get organized for the year, and the second is to review the effectiveness of last year's SIP plan. The current plan will be reviewed and discussed and feedback from the SAC will be taken. Any changes will be added and the Council will vote on its acceptance or will vote to deny the plan. Once accepted, the plan will be sent to the Board for final approval.

Development of this school improvement plan

The involvement of the SAC will be to review, recommend changes, and approve or disapprove the SIP as presented. During the current year, budget allocations and expenditures will be shared with the SAC that are targeted to help meet the SIP goals and feedback will be sought from the SAC about those expenditures.

Preparation of the school's annual budget and plan

The budget will be reviewed by the SAC. An explanation of how the funds are to be spent will be provided and discussion of the best use of the discretionary funds as it relates to the new SIP will be held.

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

The success of the SIP this year will again depend heavily upon the professional development of the staff. The SAC will be asked to support the expenditure of its allocation on professional development, workshops, registration fees, and travel for teachers to gain the knowledge and skills it will take to fully differentiate instruction, facilitate collaborative learning groups, and effectively use math manipulatives to enhance instruction. The allocation this year is $4,100.

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
Hechevarria, Keyla	Dean
Collier, Lorena	Instructional Coach
White, Tracey	Assistant Principal
Wolgast, Dale	Principal

Duties

Describe how the LLT promotes literacy within the school

The LLT assures that the Florida Standards are being covered in accordance with the new curriculum maps developed by DeSoto County teachers and district leadership by conducting walkthroughs, formal evaluations, and lesson plan reviews.

Facilitates the role of the teacher in differentiated instruction and the use of the gradual release model as a means to impart instruction.

Provides leadership by meeting weekly with grade level teams to identify and help implement effective, rigorous teaching strategies and interventions in literacy.

Provides support through modeling and coaching others on their grade level teams when needed.

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

Each week, grade level teams are required to meet for the sole purpose of planning for instruction for the upcoming week. Discussions are focused on effective instructional strategies that are working, curriculum being covered, assessments to be used, and assistance that may be needed. Frequent collaboration will lead to sharing more ideas and opening more classrooms as examples for others to model. When needs are identified through this process, specific PD is provided to help meet the needs.

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

Tracey White, Assistant Principal, participates in the Florida Teach-In for the purpose of meeting and recruiting prospective teachers to Memorial Elementary School. Once teachers join the MES faculty, quality professional development is coordinated through the Academic Coach and is provided through professional learning circles, book studies specifically designed to meet the needs of the individuals, and professional days set aside by the district each month. When teachers attend conferences away from the campus, they are expected to implement new strategies or programs they received training in and to present their new knowledge with other staff members. These activities help develop leadership within the faculty that create a professional environment conducive for the retention of high performing teachers.

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

Memorial's mentoring program is supported by the DeSoto School District. The district provides a monetary supplement to highly qualified, experienced teachers to be mentors for first year teachers and for those who may be experienced teachers, but who are new to the school. Mentors must be highly qualified, have a minimum of three years of experience, and must have a proven record of producing strong student achievement scores in critical-need areas.
All new teachers go through a two day orientation with the district prior to teachers starting the school year. They review policies, procedures, and district and school goals for the year. At MES, mentors meet with their mentees formally one-on-one at least once a month, but because they are members of the same teams, they meet as part of the group each week. All mentees participate in the professional development offerings through the school. The mentoring program is supervised by Tracey White, Assistant Principal.

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

MES uses the district's pacing guide that has been developed by the teachers and district leadership of DeSoto District Schools. The guides for ELA and Math were derived directly from the new Florida Standards. PLC's are held weekly at each grade level to review the progress of each classroom toward the mastery of the standards. Schedules for progress checks are developed at the PLC meetings. Materials are reviewed by the PLC's and, in order to be used, must be research based and must be aligned with the new standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Progress checks and iReady diagnostic reports are reviewed regularly at PLC meetings. Based upon the data, instructional groups are identified and realigned according to need. For example, grades 3-5 take data from individual student results and identify student needs in math. Students are divided into groups according to need and teachers assign themselves the standards/skills. The students, regardless of homeroom assignments, are put into skill groups and report to the teacher covering the needed skill/standard. After assessment, the process is repeated.

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: 5,400

An after school tutoring program is being planned for MES. The program will provide both traditional tutoring for those in need as well as enrichment opportunities for first through fifth grade students when funding is released.

Strategy Rationale

We believe that through a combination of rigorous, explicit instruction and the direct application of the skills that are being taught to solve real world problems, students will be able to think more logically and apply the appropriate skill sets to problem solve better.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
White, Tracey, tracey.white@desoto.k12.fl.us

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

Usage and progress reports will be collected from the computer-assisted instructional program iReady and analyzed for participating students. Student grades will be monitored to determine if there is a positive effect from the extended day program. Attendance and discipline reports will also used to determine the effectiveness of the program.

Strategy: Extended School Day

Minutes added to school year: 10,800

An additional 60 minutes per day of intensive reading instruction has been added to the master schedule. This is in addition to the 90 minute ELA uninterrupted block of instruction.

Strategy Rationale

Additional, differentiated instruction targeting the 5 areas of reading development will result in higher student achievement in reading.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Collier, Lorena, lorena.collier@desoto.k12.fl.us
Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

iReady reports are collected and analyzed regularly for progress.

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

Toward the end of each year, the Early Childhood Center and the other preschools in our area schedule visits to Memorial's campus. The children are given a tour of the classrooms and other areas of our campus. The children get to experience the cafeteria, the playground areas, and the commons where they will be coming to school the next year. The adults who attend are provided with information about the curriculum and the expectations for learning. In May, a Kindergarten Round-Up is held. The two hour event invites parents and future Kindergarteners to come to the campus to meet the administration and the Kindergarten teachers. An orientation for parents is provided that includes tips on getting their children ready for the Kindergarten experience over the summer.
For our outgoing students heading to the middle school, DMS provides an orientation for all incoming 5th grade students during the school day in late May. The orientation includes videos, expectations, review of rules, and an opportunity to walk the campus and meet their new teachers.

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:

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

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

School Improvement Goals

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1. If all MES teachers implement ambitious and collaborative teaching methods during instructional time in all content areas across all grade levels, then we will see an increase in student performance.

G2.

G3.

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 all MES teachers implement ambitious and collaborative teaching methods during instructional time in all content areas across all grade levels, then we will see an increase in student performance. 1a

🔍 G072717

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	50.0
FSA Mathematics - Achievement	48.0

Resources Available to Support the Goal 2

- PLC's, Professional Development Early Release Days, Common Planning Time, Academic Coach, Administrators, CPalms, Pacing Guides,Title II funds (professional development)

Targeted Barriers to Achieving the Goal 3

- Key barriers inhibiting the implementation of effective instructional strategies are lack of knowledge regarding the most effective instructional practices, lack of consistent use of higher order questions as part of a lesson, a lack of rigor, and lack of data-driven instruction.

Plan to Monitor Progress Toward G1. 8

Teacher to Administrator data chats and Teacher to Teacher data chats within grade levels.

Person Responsible
Dale Wolgast

Schedule
Every 6 Weeks, from 9/29/2014 to 6/4/2015

Evidence of Completion
Grades 1-5 cold read assessments, K-5 iReady reading and math diagnostics, K - FLKRS,

Plan to Monitor Progress Toward G1. 8

Walkthrough data and lesson plan examples will be collected and shared with the faculty to monitor progress toward meeting the goal.
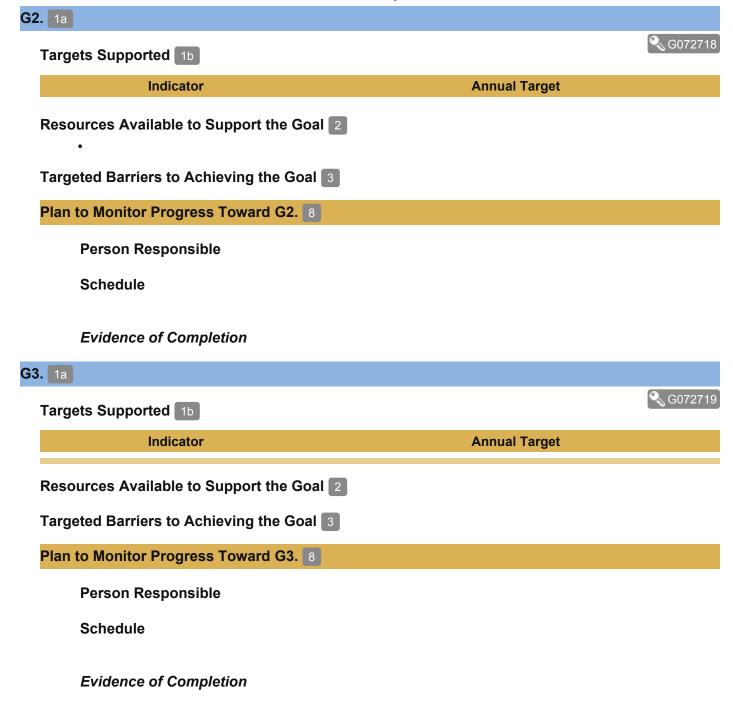
Person Responsible
Dale Wolgast

Schedule
Monthly, from 9/24/2015 to 5/26/2016

Evidence of Completion
Walkthrough data and lesson plan examples that reflect the use of differentiation in ELA and Math lessons.

G2. `1a`

🔍 G072718

Targets Supported `1b`

Indicator	Annual Target

Resources Available to Support the Goal `2`

  •

Targeted Barriers to Achieving the Goal `3`

Plan to Monitor Progress Toward G2. `8`

   Person Responsible

   Schedule

   Evidence of Completion

G3. `1a`

🔍 G072719

Targets Supported `1b`

Indicator	Annual Target

Resources Available to Support the Goal `2`

Targeted Barriers to Achieving the Goal `3`

Plan to Monitor Progress Toward G3. `8`

   Person Responsible

   Schedule

   Evidence of Completion

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 all MES teachers implement ambitious and collaborative teaching methods during instructional time in all content areas across all grade levels, then we will see an increase in student performance. 1

🔍 G072717

G1.B1 Key barriers inhibiting the implementation of effective instructional strategies are lack of knowledge regarding the most effective instructional practices, lack of consistent use of higher order questions as part of a lesson, a lack of rigor, and lack of data-driven instruction. 2

🔍 B189740

G1.B1.S1 Implement the Gradual Release of Responsibilities (GRR) model of instructional delivery in all content areas across all grade levels. 4

🔍 S201102

Strategy Rationale

If resources are provided, specific professional development is made available and effective supervision to ensure implementation of best practices is done student achievement will increase.

Action Step 1 5

Co-planning meeting between the DA Team and the Instructional Coach to develop Gradual Release of Responsibilities (GRR) professional development (PD) to be delivered to all teachers.

Person Responsible

Lorena Collier

Schedule

On 9/9/2014

Evidence of Completion

Written plan by the Instructional Coach.

Action Step 2 5

Provide PD on portions of the GRR yet to be implemented consistently in all content areas across all grade levels.

Person Responsible

Lorena Collier

Schedule

On 10/31/2014

Evidence of Completion

PLC minutes from each grade level.

Action Step 3 5

Teachers implement components of the GRR during instruction across all content areas in all grade levels.

Person Responsible

Lorena Collier

Schedule

Daily, from 9/17/2014 to 10/31/2014

Evidence of Completion

Coaching journal/calendar, lesson plans, walkthroughs. Note: Although the Academic Coach will be the point person, each teacher, after receiving PD will be responsible for implementing the GRR and the A.P.'s, the Pincipal, and the Academic Coach will be responsible for doing the walkthroughs and lesson plan checks.

Action Step 4 5

Engage in coaching cycles focusing on the implementation of the GRR.

Person Responsible

Lorena Collier

Schedule

Evidence of Completion

Coaching journal/calendar, PLC minutes, lesson plans, walkthrough data

Action Step 5 5

Using data collected from evidence on teacher implementation, follow up support will be differentiated and provided through PLC's.

Person Responsible

Dale Wolgast

Schedule

Biweekly, from 10/31/2014 to 5/29/2015

Evidence of Completion

PLC minutes, coaching journal/calender, lesson plans, walkthroughs. Note: The follow up support will be ongoing throughout the year as needed.

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

Classroom walk-throughs.

Person Responsible

Amanda Irby

Schedule

Biweekly, from 9/2/2014 to 6/4/2015

Evidence of Completion

Walk-through data/tool.

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

Classroom walk-throughs

Person Responsible

Dale Wolgast

Schedule

Biweekly, from 9/2/2014 to 6/4/2015

Evidence of Completion

Higher frequency of strategies being used during instructional times based on the walk-through instrument being used.

G1.B1.S2 Implement differentiation in each classroom in ELA and Math at all grade levels. 4

S201103

Strategy Rationale

If ambitious and rigorous instruction is taking place and the GRR as the model of instructional delivery is used school-wide and lessons are differentiated to meet the individual needs of each learner, student achievement will continue to rise.

Action Step 1 5

Meet with and establish the direction, expectation, and definition of differentiation with Grade Level Chairs and the Leadership Team.

Person Responsible

Dale Wolgast

Schedule

On 7/28/2015

Evidence of Completion

Action Step 2 5

Provide PD on differentiated instruction in ELA and Math using "Exploring Differentiated Instruction" by Cidy Strickland to all grade levels.

Person Responsible

Lorena Collier

Schedule

Monthly, from 8/26/2015 to 5/25/2016

Evidence of Completion

Sign in sheets for PD days that differentiation is the topic.

Action Step 3 5

Teachers will implement components of differentiation in the classroom in ELA and Math.

Person Responsible

Lorena Collier

Schedule

Daily, from 8/31/2015 to 5/20/2016

Evidence of Completion

Coaching journal and calendar, lesson plans, and walkthroughs will be used to show evidence that differentiation is taking place in the classrooms for ELA and Math. Not only will the Instructional Coach collect evidence and provide assistance for implementation, but the Dean, Assistant Principal and Principal will also provide feedback and assistance. Evidence of differentiation should be reflected in lesson plans and walkthroughs.

Action Step 4 5

Engage in the coaching cycle focusing on the implementation of differentiation.

Person Responsible

Lorena Collier

Schedule

Daily, from 8/31/2015 to 5/20/2016

Evidence of Completion

Coach's log.

Action Step 5 5

Using the data collected from walkthroughs, lesson plans, and formal and informal observations reflecting the implementation of differentiation, follow-up support will be provided by the Instructional Coach and the DA team members in ELA and Math.

Person Responsible

Lorena Collier

Schedule

Monthly, from 8/31/2015 to 5/20/2016

Evidence of Completion

Coaching journal and calendar, lesson plans, and walkthroughs.

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

Review of lesson plans and walkthroughs will be used to monitor progress.

Person Responsible

Dale Wolgast

Schedule

Monthly, from 8/31/2015 to 5/20/2016

Evidence of Completion

Evidence from lesson plans reflecting conscious planning for lessons targeted to individuals or small groups that demonstrate how the lesson is being differentiated will be gathered periodically (monthly). Walkthrough data will be reviewed that has been gathered by administrators and coaches and reviewed for evidence of high student engagement that is a result of meeting the individual needs of students.

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

Full faculty meetings and Grade Level Chair meetings will be used to report out to teachers each month about what the lesson plan and walkthrough data is saying about the effectiveness of our implementation of differentiation strategies.

Person Responsible

Lorena Collier

Schedule

Monthly, from 9/24/2015 to 5/26/2016

Evidence of Completion

Walkthrough data and lesson plan examples will be used as evidence to determine if there is an increase in the number of incidents where differentiation is clearly being used in ELA and Math in all grade levels.

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	Co-planning meeting between the DA Team and the Instructional Coach to develop Gradual Release of Responsibilities (GRR) professional development (PD) to be delivered to all teachers.	Collier, Lorena	9/9/2014	Written plan by the Instructional Coach.	9/9/2014 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S2.A1	Meet with and establish the direction, expectation, and definition of differentiation with Grade Level Chairs and the Leadership Team.	Wolgast, Dale	7/27/2015		7/28/2015 one-time
G1.B1.S1.A2	Provide PD on portions of the GRR yet to be implemented consistently in all content areas across all grade levels.	Collier, Lorena	9/16/2014	PLC minutes from each grade level.	10/31/2014 one-time
G1.B1.S2.A2	Provide PD on differentiated instruction in ELA and Math using "Exploring Differentiated Instruction" by Cidy Strickland to all grade levels.	Collier, Lorena	8/26/2015	Sign in sheets for PD days that differentiation is the topic.	5/25/2016 monthly
G1.B1.S1.A3	Teachers implement components of the GRR during instruction across all content areas in all grade levels.	Collier, Lorena	9/17/2014	Coaching journal/calendar, lesson plans, walkthroughs. Note: Although the Academic Coach will be the point person, each teacher, after receiving PD will be responsible for implementing the GRR and the A.P.'s, the Pincipal, and the Academic Coach will be responsible for doing the walkthroughs and lesson plan checks.	10/31/2014 daily
G1.B1.S2.A3	Teachers will implement components of differentiation in the classroom in ELA and Math.	Collier, Lorena	8/31/2015	Coaching journal and calendar, lesson plans, and walkthroughs will be used to show evidence that differentiation is taking place in the classrooms for ELA and Math. Not only will the Instructional Coach collect evidence and provide assistance for implementation, but the Dean, Assistant Principal and Principal will also provide feedback and assistance. Evidence of differentiation should be reflected in lesson plans and walkthroughs.	5/20/2016 daily
G1.B1.S1.A4	Engage in coaching cycles focusing on the implementation of the GRR.	Collier, Lorena	Coaching journal/ calendar, PLC minutes, lesson plans, walkthrough data	one-time	
G1.B1.S2.A4	Engage in the coaching cycle focusing on the implementation of differentiation.	Collier, Lorena	8/31/2015	Coach's log.	5/20/2016 daily
G1.B1.S1.A5	Using data collected from evidence on teacher implementation, follow up support will be differentiated and provided through PLC's.	Wolgast, Dale	10/31/2014	PLC minutes, coaching journal/ calender, lesson plans, walkthroughs. Note: The follow up support will be ongoing throughout the year as needed.	5/29/2015 biweekly
G1.B1.S2.A5	Using the data collected from walkthroughs, lesson plans, and formal and informal observations reflecting the implementation of differentiation, follow-up support will be provided by the Instructional Coach and the DA team members in ELA and Math.	Collier, Lorena	8/31/2015	Coaching journal and calendar, lesson plans, and walkthroughs.	5/20/2016 monthly
G1.MA1	Teacher to Administrator data chats and Teacher to Teacher data chats within grade levels.	Wolgast, Dale	9/29/2014	Grades 1-5 cold read assessments, K-5 iReady reading and math diagnostics, K - FLKRS,	6/4/2015 every-6-weeks
G1.MA2	Walkthrough data and lesson plan examples will be collected and shared with the faculty to monitor progress toward meeting the goal.	Wolgast, Dale	9/24/2015	Walkthrough data and lesson plan examples that reflect the use of differentiation in ELA and Math lessons.	5/26/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.MA1	Classroom walk-throughs	Wolgast, Dale	9/2/2014	Higher frequency of strategies being used during instructional times based on the walk-through instrument being used.	6/4/2015 biweekly
G1.B1.S1.MA1	Classroom walk-throughs.	Irby, Amanda	9/2/2014	Walk-through data/tool.	6/4/2015 biweekly
G1.B1.S2.MA1	Full faculty meetings and Grade Level Chair meetings will be used to report out to teachers each month about what the lesson plan and walkthrough data is saying about the effectiveness of our implementation of differentiation strategies.	Collier, Lorena	9/24/2015	Walkthrough data and lesson plan examples will be used as evidence to determine if there is an increase in the number of incidents where differentiation is clearly being used in ELA and Math in all grade levels.	5/26/2016 monthly
G1.B1.S2.MA1	Review of lesson plans and walkthroughs will be used to monitor progress.	Wolgast, Dale	8/31/2015	Evidence from lesson plans reflecting conscious planning for lessons targeted to individuals or small groups that demonstrate how the lesson is being differentiated will be gathered periodically (monthly). Walkthrough data will be reviewed that has been gathered by administrators and coaches and reviewed for evidence of high student engagement that is a result of meeting the individual needs of students.	5/20/2016 monthly
G2.MA1	[no content entered]			monthly	
G3.MA1	[no content entered]			once	

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 all MES teachers implement ambitious and collaborative teaching methods during instructional time in all content areas across all grade levels, then we will see an increase in student performance.

G1.B1 Key barriers inhibiting the implementation of effective instructional strategies are lack of knowledge regarding the most effective instructional practices, lack of consistent use of higher order questions as part of a lesson, a lack of rigor, and lack of data-driven instruction.

G1.B1.S1 Implement the Gradual Release of Responsibilities (GRR) model of instructional delivery in all content areas across all grade levels.

PD Opportunity 1

Provide PD on portions of the GRR yet to be implemented consistently in all content areas across all grade levels.

Facilitator

DA Team, Instructional Coach (for grades 1 and 5), A.P. Irby (for grade K), A.P. White (for grade 3), Teacher, Morris (for grade 2 with monitoring only for grade 4)

Participants

All K-5 teachers.

Schedule

On 10/31/2014

PD Opportunity 2

Teachers implement components of the GRR during instruction across all content areas in all grade levels.

Facilitator

Academic Coach, Administration

Participants

K-5 Teachers

Schedule

Daily, from 9/17/2014 to 10/31/2014

PD Opportunity 3

Engage in coaching cycles focusing on the implementation of the GRR.

Facilitator

D/A Team

Participants

Instructional Coach

Schedule

G1.B1.S2 Implement differentiation in each classroom in ELA and Math at all grade levels.

PD Opportunity 1

Provide PD on differentiated instruction in ELA and Math using "Exploring Differentiated Instruction" by Cidy Strickland to all grade levels.

Facilitator

Memebers of the DA Team and Lorena Collier, Instructional Coach

Participants

All K-5 teachers all grade levels and programs.

Schedule

Monthly, from 8/26/2015 to 5/25/2016

Technical Assistance Items

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

G1. If all MES teachers implement ambitious and collaborative teaching methods during instructional time in all content areas across all grade levels, then we will see an increase in student performance.

G1.B1 Key barriers inhibiting the implementation of effective instructional strategies are lack of knowledge regarding the most effective instructional practices, lack of consistent use of higher order questions as part of a lesson, a lack of rigor, and lack of data-driven instruction.

G1.B1.S1 Implement the Gradual Release of Responsibilities (GRR) model of instructional delivery in all content areas across all grade levels.

PD Opportunity 1

Co-planning meeting between the DA Team and the Instructional Coach to develop Gradual Release of Responsibilities (GRR) professional development (PD) to be delivered to all teachers.

Facilitator

Lorena Collier, Instructional Coach. DA Team Members.

Participants

Lorena Collier, Instructional Coach, Amanda Irby, A.P., Tracey White, A.P., Emily Morris, Teacher, Dale Wolgast, Principal

Schedule

On 9/9/2014

PD Opportunity 2

Using data collected from evidence on teacher implementation, follow up support will be differentiated and provided through PLC's.

Facilitator

Academic Coach, Admin.

Participants

K-5 Teachers needing assistance

Schedule

Biweekly, from 10/31/2014 to 5/29/2015

G1.B1.S2 Implement differentiation in each classroom in ELA and Math at all grade levels.

PD Opportunity 1

Meet with and establish the direction, expectation, and definition of differentiation with Grade Level Chairs and the Leadership Team.

Facilitator

Dale Wolgast, Principal and Lorena Collier, Instructional Coach

Participants

Grade Level Chairs and members of the Leadership Team.

Schedule

On 7/28/2015

PD Opportunity 2

Teachers will implement components of differentiation in the classroom in ELA and Math.

Facilitator

Lorena Collier, Academic Coach

Participants

All K-5 teachers

Schedule

Daily, from 8/31/2015 to 5/20/2016

PD Opportunity 3

Engage in the coaching cycle focusing on the implementation of differentiation.

Facilitator

Lorena Collier, Instructional Coach

Participants

All K-5 teachers.

Schedule

Daily, from 8/31/2015 to 5/20/2016

PD Opportunity 4

Using the data collected from walkthroughs, lesson plans, and formal and informal observations reflecting the implementation of differentiation, follow-up support will be provided by the Instructional Coach and the DA team members in ELA and Math.

Facilitator

Lorena Collier and members of the DA Team

Participants

K-5 teachers.

Schedule

Monthly, from 8/31/2015 to 5/20/2016

Budget			
Budget Data			
1	G1.B1.S1.A1	Co-planning meeting between the DA Team and the Instructional Coach to develop Gradual Release of Responsibilities (GRR) professional development (PD) to be delivered to all teachers.	$0.00
2	G1.B1.S1.A2	Provide PD on portions of the GRR yet to be implemented consistently in all content areas across all grade levels.	$0.00
3	G1.B1.S1.A3	Teachers implement components of the GRR during instruction across all content areas in all grade levels.	$0.00
4	G1.B1.S1.A4	Engage in coaching cycles focusing on the implementation of the GRR.	$0.00
5	G1.B1.S1.A5	Using data collected from evidence on teacher implementation, follow up support will be differentiated and provided through PLC's.	$0.00
6	G1.B1.S2.A1	Meet with and establish the direction, expectation, and definition of differentiation with Grade Level Chairs and the Leadership Team.	$0.00
7	G1.B1.S2.A2	Provide PD on differentiated instruction in ELA and Math using "Exploring Differentiated Instruction" by Cidy Strickland to all grade levels.	$0.00
8	G1.B1.S2.A3	Teachers will implement components of differentiation in the classroom in ELA and Math.	$0.00
9	G1.B1.S2.A4	Engage in the coaching cycle focusing on the implementation of differentiation.	$0.00
10	G1.B1.S2.A5	Using the data collected from walkthroughs, lesson plans, and formal and informal observations reflecting the implementation of differentiation, follow-up support will be provided by the Instructional Coach and the DA team members in ELA and Math.	$0.00
		Total:	$0.00