

Martin County School District

Warfield Elementary School



2015-16 School Improvement Plan

Warfield Elementary School

15260 SW 150TH ST, Indiantown, FL 34956

wes.sbmc.org

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	79%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	96%

School Grades History

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

*Preliminary Informational Baseline School Grade

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Martin County School Board.

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission statement of the Martin County School District is 'Educating all students for success'. The faculty and staff of Warfield Elementary School are dedicated and accountable to the children, parents, and community. We work collaboratively to provide successful educational experiences so all students become environmentally conscious and productive citizens.

Provide the school's vision statement

The vision statement for the Martin County School District is, 'A dynamic educational system of excellence.'

The staff and students at Warfield Elementary School are STARS, representing that everyday in every way we are:

Striving for success

Thriving on teamwork

Acting responsibly

Reaching academic excellence

Showcasing cultural diversity

School Environment

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

The school student demographics have not changed significantly in the history of the school. The school staff have implemented their learned knowledge from a variety of trainings, workshops and book studies on cultural diversity and traditions and the importance of building positive relationships with students (especially those in poverty).

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

The expectation of our school learning environment (which for some students begins at the morning bus stop) is a climate of respect. Students are expected to respect our staff and one another. In addition, our staff is expected to model respect to the students through their interactions. Students are regularly greeted by name throughout the day by all staff members. At the beginning of the year, classroom, school, and bus safety drills are conducted in order to build students' understanding and to ensure procedures are followed in an efficient manner.

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

Our school is a PBIS school whose mission is to implement a consistent, proactive process that supports positive behavior for the purpose of building a positive school-wide community. Our school has established expectations (Safety, Teamwork, Acting Responsibly, Respect) and rules along with a Behavior Guidelines Flowchart which provides teachers with a sequence of steps to implement appropriate interventions. Our emphasis is focused on student learning and teachers effectively

minimize classroom disruptions. Throughout the year, all staff are trained on the components of the PBIS program and the expectations for implementing them. Students who have difficulty within this system are provided with additional supports to determine the function of their behavior and apply individualized strategies to meet the students' needs. Warfield has been recognized as a FLPBIS Gold Model School and have reapplied for this school year.

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 school collaborates with two counseling agencies. Tykes and Teens is on site and provides individual counseling to students and their families. Legacy Behaviors Services is a local agency who provides services to students and their families at school and in their homes. In addition, our guidance counselor provides individual and small group counseling to address incidental and chronic issues effecting students. She acts as a liaison between the school and these agencies to ensure consistency and communicates effective strategies to school personnel to support our students at school. The guidance counselor conducts numerous Character Counts and Anti-Bullying programs during our Early Release Days. Our 'check in/check out' mentoring system also provides additional support.

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

The school's early warning system includes several indicators that include students' attendance rates; the number of students retained and promoted with remediation; students who are not considered proficient in reading or math by grade 3; number of students receiving Tier 2 and 3 intervention support; students who received one or more behavior referrals that lead to suspension; number of students receiving a Level 1 on the statewide, standardized assessments in ELA or math. Additional data for determining early warning is information obtained from iReady for reading and math.

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	
Attendance below 90 percent	11	12	10	6	2	41
One or more suspensions	13	2	2	3	7	27
Course failure in ELA or Math	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	41	0	41
Number of student retentions	17	30	13	8	2	70
Number of students promoted with remediation	35	40	33	59	50	217

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

These students have been progress monitored by the MTSS team which includes a host of specialized personnel, including the parents, who can effectively determine causes, recommend appropriate interventions and review data to ensure fidelity of implementation. One student's concerns involve retention and suspension (1) and the other student is currently receiving Tier 3 interventions and has attendance concerns. The number of students identified by the district's system (TERMS) as exhibiting two or more early warning indicators does not cross reference all the indicators as listed above. Therefore, there could be additional students who meet this criteria.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

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

Description

Parental involvement at school based functions (conference nights, family nights, assemblies, PBIS events, Open House, curriculum nights, etc.) will continue to be 100%.

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 agencies and groups (recreational, housing, medical, library, Boys & Girls Club, YMCA, etc.) regularly attend the school's open house and parent conference nights to showcase the services and provide information (in English and Spanish) to families. The Indiantown Education Coalition has been an on-going community partner with our school providing yearly education mini-grants to teachers. The Education Foundation of Martin County provides grant opportunities and school wide classroom adoptions. The school and local supermarket (Rines) and restaurants (McDonald's, Burger King, Seminole Inn, Dee-Stefanos) have an on-going reciprocal relationship for special events, celebrations and ceremonies. Indiantown Non-Profit Housing solicited local businesses for food and supplies during Staff Appreciation Week. Our Green School Club invites our business and community partners each year to a reception to highlight the club's accomplishments and thank them for their support. The Indiantown Chamber of Commerce holds one of their meetings at our school to build awareness and partnerships between community businesses and the school. Sam's Club provided recognition to our teachers with \$25 gift cards this year to purchase school supplies for their students.

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
Menken, Ivy	Principal
Ferreira, Jean	Assistant Principal
Tubb, Jeanne	Instructional Coach
Bacchiochi, Jennifer	Instructional Coach
Goddard, Jennifer	Guidance Counselor
Icabalceta, Kathleen	Instructional Coach

Duties

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

The School Leadership Team is comprised of our coaches, (instructional and problem-solving), guidance counselor and administration who provide diverse and differentiated perspectives to ensure all school-based decisions are implemented effectively and with fidelity. The School Leadership Team meets monthly or more often as needed.

The administration (Principal and Asst.) are responsible for the determination and implementation of curriculum, instructional practices/methods, student management system, collaboration with all stakeholders and overall operation of the facility. Our two instructional coaches act as liaisons between instructional personnel, district and administration to provide academic support to students and teachers and paraprofessionals and professional development to present district and school-based initiatives. Our Intervention and Problem Solving Coach is responsible for actively facilitating the problem-solving process to ensure appropriate academic and behavioral supports and interventions are provided to students based on their needs and are implemented with fidelity. Our guidance counselor is responsible for facilitating the problem-solving process monitoring the students' response to instruction/intervention and assisting the school on how to set up a multi-tiered system of supports for student academics and behavior. Our media specialist supports STEM instruction, literacy instruction and technology support to students and staff.

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

The MTSS Process:

The members of the MTSS team include: intervention problem solving coach, guidance counselor, teachers, speech and language therapist, school psychologist, interventionists, district program specialist, parents, public health nurse, therapists from other counseling services, and administration. MTSS meetings occur weekly and more frequently as needed. The school has several resources/programs that are implemented by academic and/or behavioral personnel as well as several online programs to address reading and math deficiencies. The team determines the type of resource, intensity and duration that would be most applicable to meet the student's needs.

The role of the MTSS team members is to help all students be more successful in school within which student RtI data and the planning/problem-solving process are used to improve the effectiveness of instruction (academic and behavioral) as measured by student learning growth. The systemic planning and problem-solving process refers to the process or action cycle that teams engage in.

When a student is struggling academically and/or behaviorally the following steps will be taken:

1. Teacher has differentiated instruction/Implemented classroom interventions/Sought out assistance from grade level team. Did this work?

** Yes - Continue & Monitor progress

** No -Teacher completes yellow folder and submits to Guidance Counselor (Incomplete folders will be returned) > MTSS Meeting to schedule to Problem Solve > Were Core interventions documented and implemented with Fidelity? >

2. Tier 2 -- Did this work?

** YES - Continue/Fade/ Monitor

** NO - Problem Solve /continue to collect data/ Modify Interventions >

3. Student continues to struggle >Tier 3 (Implement concurrently with Tier 2 Interventions) Did this work?

** YES - Continue/Fade/ Monitor

** NO Problem Solve /continue to collect data/ Modify Interventions (Continue all Interventions) >

4. Parent Permission to screen (Vision, hearing, KBIT, KTEA, Behavior, processing, memory, Conners, Vanderbilt) >Review results >MTSS Team to consider Full Psycho-educational Evaluation (Academic, Cognitive, IQ, Processing, Memory, Speech, Language, Functional, Behavioral, ASD Checklists)

Additional Instructional Support Services:

Our school utilizes funds to provide explicit, supplemental intervention support to students who have deficits in reading and math through the use of our interventionist and two instructional coaches. The interventionist provides intervention services to students every day and throughout the day. Our coaches meet with students weekly, as well as teachers to provide remediation, modeling, support and feedback. All instructional support personnel utilize any local or district resources to provide support to students based on need. We also utilize our STEM Lab teachers to complement and enhance the content instruction occurring in the general education setting through laboratory experiments and hands-on activities.

Breakfast and Lunch programs:

Our school provides a summer breakfast and lunch program at no cost for any student age 5 to 18. This program is the responsibility of our school cafeteria manager and staff. The cafeteria staff implement this program based on the guidelines for free and reduced lunch program. In addition, in collaboration with the Dept. of Agriculture, a daily, school-wide healthy snack program is in place for all students. Students are provided with a monthly 30 min. nutrition program promoting healthy living that corresponds to the snacks they are given.

Summer Jump Start and Intervention Camp programs:

Our summer program is planned and implemented by administration and teachers. Our school offers a 15-day Jump Start for transitioning Kindergarten students. The purpose of the Jump Start program is to acclimate students to school expectations, gather information about their academic abilities and begin readiness skills. This program is especially important for students who lack any previous schooling (PreK). In addition, we have an Intervention Camp for students transitioning to the next grade level in KG-4th who have identified deficiencies in reading and math. The desired outcome is to strengthen areas of deficits in reading, math and writing using prescriptive data and a smaller class size (10). Bus service is provided to increase the involvement in this program. Resources are determined based on all available assessment data, and are varied and differentiated to address students' needs.

After School Programs:

Academic Though the Arts and After School Tutoring Programs:

Our after school programs are planned by our interventionists, teachers and administration. Our school provides after school programs two days per week for students. The focus of these programs is to provide supplemental academic instruction and vocabulary development in the areas of ELA, math and STEAM. Class sizes are small groups and the instructional focus varies based on the needs of the students. Resources are determined based on all available assessment data, and are varied and differentiated to address students' needs. Bus service is provided to increase the involvement in this program.

Balanced Literacy through Readers' and Writers' Workshop:

This continuation of our current ELA block involves all instructional personnel and administration. We

implemented a redesigned framework that is a Balanced Literacy approach with inclusion of Reader's and Writer's Workshop format. We are continuing to build and focus on each student's capacity as a reader and writer. This daily approach to instruction as well as the district's ELA Frameworks of Study represent the school's core curriculum.

Additional Academic Supplemental programs:

All instructional personnel will utilize supplemental programs that are online or web-based (iReady, Zing, IXL, Tumble-books, Education City, Imagine Learning, iReady Instruct, Brain Pop, etc.) which are used to provide remediation, enrichment and extra practice on a daily or weekly basis (depending on the student's need).

Field Trip Experiences:

Teachers plan and implement a variety of field trips throughout the year to build students' background knowledge, vocabulary and language as they strive to make connections to the content being taught to them. After returning from a trip, follow up students engage in activities in ELA, math, science and social studies to support making connections to the content areas.

Parent/Family Involvement:

The school's instructional coaches, literacy council, teachers, parent liaison and administration plan and implement three Family Nights focusing on ELA, Math, Science and Technology. Students participate in these events with their parents and siblings and receive a variety of resources/materials that directly connect to the activities that families can use at home. In addition, a Family Fun run (through the Indiantown neighborhood) is planned and implemented by the PE teacher to promote staff, student and family healthy life styles.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Ivy Menken	Principal
Jean Ferreira	Education Support Employee
Nicolas Martinez	Education Support Employee
Angelina Perez	Parent
Gloria Drayton	Teacher
Suzette Murphy	Teacher
Debi Banks	Teacher
Sandra Dennis	Teacher
Elliott Harris	Teacher
Kathleen Moeller	Teacher
Margaret Dow	Teacher
Priscilla Reed	Teacher
Sara Johnson	Teacher
Kim Hubbard	Teacher
Hilary McKeich	Business/Community
Sally Critoph	Parent
Alma Flores	Parent
Amanda Williams	Parent
Cecilia Marcos	Parent
Josefina Flores	Education Support Employee
Flora Pascual	Parent
Kilina Pacheco	Parent
Lucia Mendoza	Education Support Employee
Sandra Sanchez	Parent
Harry Samoaya	Parent
Brizelda Montenegro	Education Support Employee
Margarita Pedro	Parent
Genesis Vivas	Parent
Nancy Pille	Education Support Employee

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

Our first School Advisory Council (SAC) meeting is September 24, 2015, at which time last year's SIP plan will be comprehensively reviewed, discussed and revised with all stakeholders. Stakeholders will have the opportunity to discuss the overall progress of last year's goals and action steps and outcomes based on student evidence. This discussion will provide necessary input to continuing, revising and/or adding goals to the 2015-16 School Improvement Plan.

Development of this school improvement plan

The SAC gives input to the School Leadership Team as the plan is developed. Factors influencing its development are: performance data, current instructional initiatives and targeted areas for improvement. SAC also plays a key role in the parental involvement component of this plan giving recommendations for how to best maintain parents active participation on school-related events, functions, training and conferences.

Preparation of the school's annual budget and plan

At the first SAC meeting, the SIP goals will be reviewed and discussed. All SAC members are encouraged to provide valuable input and feedback to assist in determining how the budgetary funds will be allocated and spent. They are responsible to progress monitor the alignment and expenditure of these funds and to ensure alignment to the established goals.

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

1. Balanced literacy and math professional development (\$12,900)
2. Balanced literacy and math materials (\$5,000)
2. Classroom libraries and intervention materials (\$5,000)
3. Family Night materials (\$500)

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
Menken, Ivy	Principal
Ferreira, Jean	Assistant Principal
Tubb, Jeanne	Teacher, K-12
Bacchiochi, Jennifer	Instructional Coach
Goddard, Jennifer	Guidance Counselor
Icabalceta, Kathleen	Teacher, ESE

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team (LLT) meets monthly to review data to make instructional decisions, determine and align instructional practices to appropriate resource and professional development activities. The LLT plans and implements Family Literacy Night. The members of the LLT along with other school leadership team members provide on-going support to professional learning teams (PLT's) as they collaborate to enhance their pedagogical knowledge and application and develop common formative assessments.

Public and Collaborative Teaching

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

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Grade level teams share a common planning time and regularly plan together and make decisions regarding curriculum and instructional practices. Smaller collaborative teams meet as well to plan lessons, share common activities/assessments and to confer about how to best support student learning. The components of our school-wide T3 (Teachers Teaching Teachers) initiative includes:

1. All instructional personnel being active members of a Professional Learning Team (PLT), utilizing our instructional coaches to confer with teachers, model or visit classrooms and provide feedback; and making classroom visits to selected colleagues based on deliberate practice and/or areas for professional growth.

Our Faculty Council has representatives from each grade level/department as well as administration. The purpose of this committee is to actively involve faculty and staff in the decision-making process of the school and to facilitate the dissemination of information to and from their colleagues.

As a means to strengthen and build the expertise of our instructional personnel, teachers select a content area (academic, technology) and serve as the liaisons for school and district activities, events, adoptions and professional development.

Our school Sunshine Club is an organization that promotes positive staff collaboration and camaraderie through a variety of planned social functions and events.

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

The district pays a recruitment and retention supplement to teachers to recruit, develop and retain highly qualified instructional personnel. All teachers and paraprofessionals must be highly qualified to secure a teaching position at our school. 99% of the instructional staff are ESOL endorsed, as well.

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

New teachers to Warfield Elementary are assigned a mentor who regularly meets with them on an informal and formal basis to address curriculum, instructional practices and daily operational procedures. Teacher assignments are made based on years of experience and similar grade level. Teacher assignments can be voluntary or assigned by administration. Several mentoring meetings are held throughout the year and the school leadership team provides additional support and direction to the mentors and their mentees. The district provides new teacher orientation as well as a series of on-going professional development opportunities. A new district initiative this year established a mentor lead teacher at each school site to act as liaison between the school and district to ensure accurate general information, policies and procedures were disseminated to new teachers in a timely, efficient and effective manner.

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

The core curriculum at our school has been driven by student mastery of the Florida State Standards connected to the appropriate grade level. Keeping the Florida State Standards as a focal point, the teachers utilize a variety of instructional resources (Frameworks of Study, Reading/Writing Fundamentals, basal series, CPalms, etc.) to provide differentiated and targeted instruction to students. The ELA block provides a Balanced Literacy approach to the delivery of instruction that

includes a Reader's and Writer's workshop methodology of instruction. The district has developed Frameworks of Study in ELA, Math and Science which currently includes activities, resources and a timeline for assessing the standards. The district developed summative assessments and school-site professional learning teams will work collaboratively to develop common formative assessments. The district is using a standards-based grading system for grades KG - 5th.

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

We utilize data from a variety of sources which include: student classwork, formative and summative classroom assessments (reading and math), iReady data in reading and math, Fountas & Pinnell running reading records, Literacy First PA, phonics and Bear spelling assessments, district science benchmark assessments, and instructional observations.

Based on information obtained from these sources, student instruction is regularly differentiated based on students' strengths and deficiencies using small group instruction, individual conferring and differentiated assignments and homework. Our MTSS team makes recommendations based on a portfolio of data (academic, behavioral, medical, attendance, environmental) for students to receive Tier 2 and 3 interventions which provide them with additional time and support beyond the classroom with an interventionist. Students are also selected using available academic data for our after school tutoring and/or our summer intervention camp programs.

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: 2,400

After school tutoring is conducted by certified teachers for students in kindergarten through fourth grades. It provides 75 additional minutes per day, two days a week of focused remedial/enrichment instruction in the areas of ELA, math and science. After school tutoring will be conducted in the 2nd semester this school year.

Strategy Rationale

The rationale for this strategy is to provide more time and intensity (small groups of 10) focused on students' individual needs to support their learning gains.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Menken, Ivy, menkeni@martin.k12.fl.us

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

Data from iReady, Imagine Learning, Literacy First, ELA formative and summative assessments, and CELLA and are utilized to determine the effectiveness of this strategy.

Strategy: After School Program

Minutes added to school year: 1,800

Academics through the Arts clubs are conducted by certified teachers for students in second through fourth grades. It provides 60 additional minutes per day, two days a week of focused developing students' academic vocabulary, critical thinking skills and content area knowledge in ELA, math and science.

Strategy Rationale

The rationale is to have students more actively engaged in project-based learning activities focused on the arts (music, art, physical education) as well as science and technology. Students will increase their knowledge of Tier 3 academic vocabulary, critical thinking skills and content area knowledge through their participation in these program activities.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Menken, Ivy, menkeni@martin.k12.fl.us

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

Academic Through the Arts programs will conduct a pre & post assessment to determine students' growth over the course of the program.

Strategy: Summer Program

Minutes added to school year: 4,320

Each summer (in June), any student who registers for kindergarten is invited to attend our Jump Start to Kindergarten Program which focuses on academic readiness and social emotional skills. In addition to the Jump Start program, students in grades KG - 3 who have been 'promoted with remediation' to the next grade level are provided with targeted intervention instruction in reading and math in our Intervention Camp program. Both programs are a half day (4 hours) for 10-15 days with lower student to teacher ratios (10:1).

In the Jump Start program, teachers have an opportunity to screen and observe students so they can be appropriately grouped for the next school year. The students have an opportunity to become acclimated to the school environment and the expectations for their learning, behavior and work habits. Approximately 75 to 80% of the incoming kindergarten students participate in this program.

In the Intervention program, teachers analyze current academic data and provide instruction that targets deficit areas in reading and math. Approximately 80-100 students are invited to attend this program.

Strategy Rationale

The rationale for this strategy is to provide more time and intensity (small groups of 10) focused on students' individual needs to support their learning gains. For the transitioning KG students, the Jump Start program provides school personnel with important readiness information to determine groupings/placements for the upcoming school year.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Ferreira, Jean, ferreij@martin.k12.fl.us

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

In the Jump Start Program, teachers give an end-of-program academic readiness screener developed by the school district to assist with appropriate class placement and academic groupings for the upcoming school year. The students are then tracked using additional data (WSS/FAIR-FS, iReady, Literacy First, Fountas & Pinnell, school grades) throughout the year to determine the effectiveness of this program.

In the Intervention Camp, teachers analyze current data (Fountas & Pinnell, Literacy First, FAIR-FS, classroom assessments) to determine specific deficit areas in reading and math. Students with similar deficit areas are grouped for specific, targeted interventions. The students are then tracked using additional data (iReady, Literacy First, Fountas & Pinnell, school grades) throughout the year to determine the effectiveness of this program.

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

Each year in April and May, three different local PreK providers collaborate with school officials to schedule a PreK to Kindergarten Transition Visit for students, support personnel and parents. These visits also include children who have no previous schooling and their parents. The visits provide students and parents an opportunity to tour the campus, visit KG classrooms and special areas (art, music, P.E.), and receive a snack in the cafeteria. Parents are able to ask questions and receive information to support transitioning their child(ren) to kindergarten.

Each summer (in June) any student who registers for kindergarten is invited to attend our Jump Start to Kindergarten program. This is a half day program for 10-15 days focusing on academic readiness and social emotional skills. Teachers have an opportunity to screen and observe students so they can be appropriately grouped/placed for the next school year. The students have an opportunity to become acclimated to the school environment and the expectations for their learning, behavior and work habits. Approximately 75 to 80% of the incoming kindergarten students participate in this program.

In March of each year, the local PreK providers collaborate with school officials to plan and present a Transition to Kindergarten Parent Night. Parents of all three local PreK providers as well as those whose children haven't been enrolled in a PreK program are welcome to attend this meeting. The school's kindergarten teachers and administration present information (in English and Spanish) to parents focusing on what to expect in kindergarten and how to make the transition to school easier. Parents are provided with written information, as well.

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.

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.** Increase the quality of Science instruction and infusion of STEM content in the ELA block.
- G2.** Increase student proficiency in number sense and operations in Mathematics.
- G3.** Increase student achievement (specifically proficiency) in ELA through the implementation of a balanced literacy model utilizing curriculum and instructional methods to support this model.

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. Increase the quality of Science instruction and infusion of STEM content in the ELA block. 1a

G074017

Targets Supported 1b

Indicator	Annual Target
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FSA English Language Arts - Achievement

Resources Available to Support the Goal 2

- Science State Standards, leveled non-fiction Science texts, district STEM coordinator, school STEM, E-STEM and Learning Lab teachers, science lab materials

Targeted Barriers to Achieving the Goal 3

- Inadequate allocation of time in the daily schedule for STEM instruction

Plan to Monitor Progress Toward G1. 8

Teacher lesson plans, observation feedback and teacher PLT reflection logs will be reviewed for STEM integration and instruction.

Person Responsible

Ivy Menken

Schedule

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

Evidence of Completion

Teacher lesson plans, observation data, classroom formative assessments

G2. Increase student proficiency in number sense and operations in Mathematics. 1a

G074018

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics - Achievement	72.0

Resources Available to Support the Goal 2

- Math best practices and methodologies
- Instructional coaches, and lead teachers
- iReady Instruct, Go Math, MAFS, CPalms, District Math Frameworks

Targeted Barriers to Achieving the Goal 3

- Teachers need to increase their depth of knowledge regarding implementation of differentiated and diverse instructional strategies to target number sense and operations.

Plan to Monitor Progress Toward G2. 8

The math data collected will include iReady, district benchmark, classroom formative and summative, math journals, student classwork and teacher observation and conferencing. Monthly grade level data meetings with instructional coaches and administration provide guidance and support for appropriate analysis of the this data.

Person Responsible

Ivy Menken

Schedule

Monthly, from 10/14/2015 to 5/25/2016

Evidence of Completion

iReady diagnostic and progress monitoring reports (by grade level, teacher and student), student math journals, teacher lesson plans, classroom observations, common formative and summative assessments.

G3. Increase student achievement (specifically proficiency) in ELA through the implementation of a balanced literacy model utilizing curriculum and instructional methods to support this model. 1a

G074019

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	50.0
ELA/Reading Gains	70.0
ELA/Reading Lowest 25% Gains	80.0

Resources Available to Support the Goal 2

- Continue the implementation of Reading and Writing Fundamentals and the district Framework of Study focused on a Balanced Literacy model of instruction.
- Increase the quality and number of leveled texts (including exemplar texts) in teachers' classrooms.
- Continue the implementation of the T3 Professional Development Plan (which includes PLC collaborative teams) to increase teachers' knowledge of the Florida State Standards and use of effective instructional strategies/practices/methods within a Balanced Literacy model.
- Explore the possibility of transforming the current Media Center structure to a technology-centered, problem-based learning environment.
- Provide additional strategies and supports for teachers to implement during their intervention time.

Targeted Barriers to Achieving the Goal 3

- Current model for implementing focused, targeted reading instruction is not consistent among all grade levels.
- Classroom libraries have an insufficient number of books to support the reading workshop model.
- Insufficient funding for purchase of Balanced Literacy materials, additional leveled readers for classroom libraries and professional development.

Plan to Monitor Progress Toward G3. 8

The data to be collected includes: iReady Diagnostic and Progress Monitoring reading data, Fountas and Pinnell running reading records, teacher formative and summative assessments.

Person Responsible

Jean Ferreira

Schedule

Monthly, from 8/18/2015 to 6/3/2016

Evidence of Completion


Teacher lesson plans, classroom observations, grade level data meetings, consultant observations with feedback

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. Increase the quality of Science instruction and infusion of STEM content in the ELA block. **1**

 G074017

G1.B1 Inadequate allocation of time in the daily schedule for STEM instruction **2**

 B193269

G1.B1.S1 Implement a plan to increase integration and instruction of STEM content during and after school. **4**

 S204781

Strategy Rationale

Increased integration of STEM content will result in an increase of students' knowledge and application of STEM standards.

Action Step 1 **5**

All teachers will integrate leveled non-fiction Science texts when instructing students during their ELA block and in guided reading groups.

Person Responsible

Ivy Menken

Schedule

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

Evidence of Completion

Teacher lesson plans, teacher observations, running record data

Action Step 2 5

Implement daily E-STEM media lab for 3rd and 4th grade students to increase infusion of STEM content.

Person Responsible

Ivy Menken

Schedule

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

Evidence of Completion

Teacher lesson plans, teacher observations, RA schedule

Action Step 3 5

Utilize time during and after school to provide project-based learning activities focusing on STEM content.

Person Responsible

Ivy Menken

Schedule

Monthly, from 9/1/2015 to 5/27/2016

Evidence of Completion

teacher created units of study, teacher lesson plans, observations, iC3Spark certificates of completion

Action Step 4 5

Create a STEM curriculum writing team to develop common STEM vocabulary to be utilized with all KG-4th grade teachers.

Person Responsible

Jean Ferreira

Schedule

On 11/14/2015

Evidence of Completion

List of team members, meeting agenda, list of developed vocabulary

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

Teacher lesson plans will be reviewed for STEM integration and instruction, and observations focusing on usage of STEM vocabulary.

Person Responsible

Ivy Menken

Schedule

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

Evidence of Completion

Teacher lesson plans and observation feedback

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

Teacher lesson plans will be reviewed for STEM integration and instruction, and observations focusing on usage of STEM vocabulary.

Person Responsible

Ivy Menken

Schedule

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


Evidence of Completion

Teacher lesson plans, observation data, classroom formative assessments

G2. Increase student proficiency in number sense and operations in Mathematics. 1

 G074018

G2.B1 Teachers need to increase their depth of knowledge regarding implementation of differentiated and diverse instructional strategies to target number sense and operations. 2

 B193270

G2.B1.S1 Teachers will receive professional development to increase their knowledge and ability to implement effective instructional practices and strategies targeting number sense and operations. 4

 S204782

Strategy Rationale

To increase teachers' expertise and knowledge of teaching mathematical concepts and skills focusing on number sense and operations and implement them with fidelity.

Action Step 1 5

Targeted professional development will be provided to increase teachers knowledge of effective instructional practices and strategies for teaching number sense and operations.

Person Responsible

Jennifer Bacchiochi

Schedule

Quarterly, from 9/14/2015 to 5/27/2016

Evidence of Completion

In-service records, student math journals, teacher lesson plans

Action Step 2 5

Create a curriculum writing team to develop common vocabulary for use with teachers and students and support the utilization of this vocabulary school-wide.

Person Responsible

Jennifer Bacchiochi

Schedule

Monthly, from 10/7/2015 to 6/3/2016

Evidence of Completion

Meeting attendance sheet, completed common vocabulary notebook

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

The Leadership team will monitor and collaborate with designated teachers and a math consultant who will present the professional development sessions. All instructional staff will participate in these sessions.

Person Responsible

Ivy Menken

Schedule

Quarterly, from 9/14/2015 to 6/3/2016

Evidence of Completion

Agendas and presentations for PD sessions, in-service logs

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

Create a curriculum writing team to develop common vocabulary for use with teachers and students and support the utilization of this vocabulary school-wide.

Person Responsible

Jennifer Bacchiochi

Schedule

Monthly, from 10/7/2015 to 6/3/2016

Evidence of Completion

Meeting logs, completed common vocabulary notebook

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

Progress monitoring data will be collected and analyzed (local and district) to ensure the effectiveness of the professional development provided to the instructional staff. Instructional coaches and lead teachers will provide support to other instructional personnel.

Person Responsible

Ivy Menken

Schedule

Every 6 Weeks, from 9/14/2015 to 6/3/2016

Evidence of Completion

Teacher lesson plans and classroom observations; iReady math reports, common formative assessments

G3. Increase student achievement (specifically proficiency) in ELA through the implementation of a balanced literacy model utilizing curriculum and instructional methods to support this model. 1

G074019

G3.B1 Current model for implementing focused, targeted reading instruction is not consistent among all grade levels. 2

B193271

G3.B1.S1 Provide additional coaching and professional development to instructional personnel across all grade levels 4

S204783

Strategy Rationale

Instructional personnel must gain knowledge and have opportunities to observe modeling and practice implementing the appropriate components in order to have a positive effect on student learning.

Action Step 1 5

Continue the implementation of a balanced literacy model utilizing curriculum and instructional methods to support this model.

Person Responsible

Ivy Menken

Schedule

Daily, from 8/18/2015 to 6/3/2016

Evidence of Completion

Classroom observations, teacher lesson plans

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

During classroom walkthroughs and observations by administration, instructional coaches and consultants, specific feedback will be provided to teachers to support their implementation of the new framework.

Person Responsible

Jean Ferreira

Schedule

Monthly, from 8/18/2015 to 6/3/2016

Evidence of Completion

Attendance records from workshop trainings, classroom observations, consultant observations/feedback

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

During classroom walkthroughs and observations by administration, instructional coaches and consultants, specific feedback will be provided to teachers to support their implementation of the balanced literacy model.

Person Responsible

Jean Ferreira

Schedule

Every 6 Weeks, from 8/18/2015 to 6/3/2016

Evidence of Completion

Teacher lesson plans, classroom observations, consultant observations/feedback

G3.B1.S2 Support teachers through their PLC teams to ensure a guaranteed and viable curriculum. 4

 S204784

Strategy Rationale

Facilitate collaboration of grade level teams in order to help maintain focus on the standards, curriculum, and common assessments.

Action Step 1 5

Teachers will be provided with training on how to implement the components of a Balanced Literacy framework.

Person Responsible

Jean Ferreira

Schedule

Every 2 Months, from 8/6/2014 to 6/3/2016

Evidence of Completion

Teacher training attendance sheets, consultant PD schedules

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

During classroom walkthroughs and observations, teachers will be provided with specific feedback and support from coaches, consultants and administration focusing on strengths and areas which require additional support.

Person Responsible

Jean Ferreira

Schedule

Every 2 Months, from 8/6/2014 to 6/3/2016

Evidence of Completion

Teacher classroom observations, teacher lesson plans, coaches/consultant feedback

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

During classroom walkthroughs and observations, teachers will be provided with specific feedback and support from coaches, consultants and administration focusing on strengths and areas which require additional support.

Person Responsible

Jean Ferreira

Schedule

Every 6 Weeks, from 8/6/2014 to 6/3/2016

Evidence of Completion

Teacher classroom observations, teacher lesson plans, coaches/consultant feedback

G3.B2 Classroom libraries have an insufficient number of books to support the reading workshop model. 2

 B193272

G3.B2.S1 Determine available funding sources (School Improvement, Title 1, grants) and plan for purchase of books to supplement classroom libraries. 4

 S204785

Strategy Rationale

Students regularly lose instructional time to check out and return books to the media center. When classroom libraries are supplied with adequate numbers of books of various reading levels and genres, students are able to more efficiently select 'just right' books based on their interests.

Action Step 1 5

School Improvement and Title 1 funding sources will be utilized to purchase books for classroom libraries.

Person Responsible

Jeanne Tubb

Schedule

On 6/3/2016

Evidence of Completion

Purchase orders

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Purchase of additional books to supplement classroom libraries

Person Responsible

Jeanne Tubb

Schedule

On 6/3/2016

Evidence of Completion

Purchase orders and classroom library inventories

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Classroom reading logs and journals will be monitored to determine the variety of books being selected and read in class.

Person Responsible

Jeanne Tubb


Schedule

On 6/3/2016


Evidence of Completion

Classroom reading logs and journals

G3.B3 Insufficient funding for purchase of Balanced Literacy materials, additional leveled readers for classroom libraries and professional development. 2

 B193273

G3.B3.S1 Determine available funding sources (School Improvement, Title 1, grants) and plan for purchase of materials and professional development. 4

 S204786

Strategy Rationale

Adequate funding must be in place to support purchases and PD for appropriate implementation of the Balanced Literacy model.

Action Step 1 5

School Improvement and Title 1 funding sources will be utilized to purchase materials and professional development.

Person Responsible

Ivy Menken

Schedule

On 6/3/2016

Evidence of Completion

Purchase orders, consultant PD schedule

Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

The plan for purchasing instructional materials to support the Balanced Literacy model, books for classrooms and professional development will be monitored to ensure materials have been purchased and PD scheduled.

Person Responsible

Ivy Menken

Schedule

On 6/3/2016

Evidence of Completion

Purchase orders, PD schedule

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

The plan for purchasing instructional materials to support the Balanced Literacy model, books for classrooms, and professional development will monitored to ensure materials have been purchased and PD scheduled.

Person Responsible

Jean Ferreira

Schedule

On 6/3/2016

Evidence of Completion

Purchase orders, PD schedule

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	All teachers will integrate leveled non-fiction Science texts when instructing students during their ELA block and in guided reading groups.	Menken, Ivy	8/24/2015	Teacher lesson plans, teacher observations, running record data	6/3/2016 daily
G2.B1.S1.A1	Targeted professional development will be provided to increase teachers knowledge of effective instructional practices and strategies for teaching number sense and operations.	Bacchiochi, Jennifer	9/14/2015	In-service records, student math journals, teacher lesson plans	5/27/2016 quarterly
G3.B1.S1.A1	Continue the implementation of a balanced literacy model utilizing	Menken, Ivy	8/18/2015	Classroom observations, teacher lesson plans	6/3/2016 daily

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Warfield Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	curriculum and instructional methods to support this model.				
G3.B1.S2.A1	Teachers will be provided with training on how to implement the components of a Balanced Literacy framework.	Ferreira, Jean	8/6/2014	Teacher training attendance sheets, consultant PD schedules	6/3/2016 every-2-months
G3.B2.S1.A1	School Improvement and Title 1 funding sources will be utilized to purchase books for classroom libraries.	Tubb, Jeanne	9/22/2015	Purchase orders	6/3/2016 one-time
G3.B3.S1.A1	School Improvement and Title 1 funding sources will be utilized to purchase materials and professional development.	Menken, Ivy	8/4/2015	Purchase orders, consultant PD schedule	6/3/2016 one-time
G1.B1.S1.A2	Implement daily E-STEM media lab for 3rd and 4th grade students to increase infusion of STEM content.	Menken, Ivy	8/24/2015	Teacher lesson plans, teacher observations, RA schedule	6/3/2016 weekly
G2.B1.S1.A2	Create a curriculum writing team to develop common vocabulary for use with teachers and students and support the utilization of this vocabulary school-wide.	Bacchiochi, Jennifer	10/7/2015	Meeting attendance sheet, completed common vocabulary notebook	6/3/2016 monthly
G1.B1.S1.A3	Utilize time during and after school to provide project-based learning activities focusing on STEM content.	Menken, Ivy	9/1/2015	teacher created units of study, teacher lesson plans, observations, iC3Spark certificates of completion	5/27/2016 monthly
G1.B1.S1.A4	Create a STEM curriculum writing team to develop common STEM vocabulary to be utilized with all KG-4th grade teachers.	Ferreira, Jean	10/14/2015	List of team members, meeting agenda, list of developed vocabulary	11/14/2015 one-time
G1.MA1	Teacher lesson plans, observation feedback and teacher PLT reflection logs will be reviewed for STEM integration and instruction.	Menken, Ivy	8/24/2015	Teacher lesson plans, observation data, classroom formative assessments	6/3/2016 monthly
G1.B1.S1.MA1	Teacher lesson plans will be reviewed for STEM integration and instruction, and observations focusing on usage of STEM vocabulary.	Menken, Ivy	8/24/2015	Teacher lesson plans, observation data, classroom formative assessments	6/3/2016 monthly
G1.B1.S1.MA1	Teacher lesson plans will be reviewed for STEM integration and instruction, and observations focusing on usage of STEM vocabulary.	Menken, Ivy	8/24/2015	Teacher lesson plans and observation feedback	6/3/2016 weekly
G2.MA1	The math data collected will include iReady, district benchmark, classroom formative and summative, math journals, student classwork and teacher observation and conferencing. Monthly grade level data meetings with instructional coaches and administration provide guidance and support for appropriate analysis of the this data.	Menken, Ivy	10/14/2015	iReady diagnostic and progress monitoring reports (by grade level, teacher and student), student math journals, teacher lesson plans, classroom observations, common formative and summative assessments.	5/25/2016 monthly
G2.B1.S1.MA1	Progress monitoring data will be collected and analyzed (local and district) to ensure the effectiveness of the professional development provided to the instructional staff. Instructional coaches and lead teachers will provide support to other instructional personnel.	Menken, Ivy	9/14/2015	Teacher lesson plans and classroom observations; iReady math reports, common formative assessments	6/3/2016 every-6-weeks
G2.B1.S1.MA1	The Leadership team will monitor and collaborate with designated teachers and a math consultant who will present the professional development	Menken, Ivy	9/14/2015	Agendas and presentations for PD sessions, in-service logs	6/3/2016 quarterly

Martin - 0131 - Warfield Elementary School - 2015-16 SIP
Warfield Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	sessions. All instructional staff will participate in these sessions.				
G2.B1.S1.MA3	Create a curriculum writing team to develop common vocabulary for use with teachers and students and support the utilization of this vocabulary school-wide.	Bacchiochi, Jennifer	10/7/2015	Meeting logs, completed common vocabulary notebook	6/3/2016 monthly
G3.MA1	The data to be collected includes: iReady Diagnostic and Progress Monitoring reading data, Fountas and Pinnell running reading records, teacher formative and summative assessments.	Ferreira, Jean	8/18/2015	Teacher lesson plans, classroom observations, grade level data meetings, consultant observations with feedback	6/3/2016 monthly
G3.B1.S1.MA1	During classroom walkthroughs and observations by administration, instructional coaches and consultants, specific feedback will be provided to teachers to support their implementation of the balanced literacy model.	Ferreira, Jean	8/18/2015	Teacher lesson plans, classroom observations, consultant observations/feedback	6/3/2016 every-6-weeks
G3.B1.S1.MA1	During classroom walkthroughs and observations by administration, instructional coaches and consultants, specific feedback will be provided to teachers to support their implementation of the new framework.	Ferreira, Jean	8/18/2015	Attendance records from workshop trainings, classroom observations, consultant observations/feedback	6/3/2016 monthly
G3.B2.S1.MA1	Classroom reading logs and journals will be monitored to determine the variety of books being selected and read in class.	Tubb, Jeanne	9/22/2015	Classroom reading logs and journals	6/3/2016 one-time
G3.B2.S1.MA1	Purchase of additional books to supplement classroom libraries	Tubb, Jeanne	9/22/2015	Purchase orders and classroom library inventories	6/3/2016 one-time
G3.B3.S1.MA1	The plan for purchasing instructional materials to support the Balanced Literacy model, books for classrooms, and professional development will be monitored to ensure materials have been purchased and PD scheduled.	Ferreira, Jean	9/26/2015	Purchase orders, PD schedule	6/3/2016 one-time
G3.B3.S1.MA1	The plan for purchasing instructional materials to support the Balanced Literacy model, books for classrooms and professional development will be monitored to ensure materials have been purchased and PD scheduled.	Menken, Ivy	8/6/2015	Purchase orders, PD schedule	6/3/2016 one-time
G3.B1.S2.MA1	During classroom walkthroughs and observations, teachers will be provided with specific feedback and support from coaches, consultants and administration focusing on strengths and areas which require additional support.	Ferreira, Jean	8/6/2014	Teacher classroom observations, teacher lesson plans, coaches/consultant feedback	6/3/2016 every-6-weeks
G3.B1.S2.MA1	During classroom walkthroughs and observations, teachers will be provided with specific feedback and support from coaches, consultants and administration focusing on strengths and areas which require additional support.	Ferreira, Jean	8/6/2014	Teacher classroom observations, teacher lesson plans, coaches/consultant feedback	6/3/2016 every-2-months

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. Increase the quality of Science instruction and infusion of STEM content in the ELA block.

G1.B1 Inadequate allocation of time in the daily schedule for STEM instruction

G1.B1.S1 Implement a plan to increase integration and instruction of STEM content during and after school.

PD Opportunity 1

All teachers will integrate leveled non-fiction Science texts when instructing students during their ELA block and in guided reading groups.

Facilitator

STEM, E-STEM, Learning Lab teachers, District STEM Coordinator

Participants

Teachers in grades KG-4th, administration

Schedule

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

PD Opportunity 2

Utilize time during and after school to provide project-based learning activities focusing on STEM content.

Facilitator

STEM, E-STEM and Learning Lab teachers, District STEM Coordinator, Project-Based Learning consultant

Participants

Teachers in grades KG-4th, administration

Schedule

Monthly, from 9/1/2015 to 5/27/2016

PD Opportunity 3

Create a STEM curriculum writing team to develop common STEM vocabulary to be utilized with all KG-4th grade teachers.

Facilitator

E-STEM, STEM, Learning Lab teachers and curriculum writing team members

Participants

KG - 4th teachers, administration

Schedule

On 11/14/2015

G2. Increase student proficiency in number sense and operations in Mathematics.

G2.B1 Teachers need to increase their depth of knowledge regarding implementation of differentiated and diverse instructional strategies to target number sense and operations.

G2.B1.S1 Teachers will receive professional development to increase their knowledge and ability to implement effective instructional practices and strategies targeting number sense and operations.

PD Opportunity 1

Targeted professional development will be provided to increase teachers knowledge of effective instructional practices and strategies for teaching number sense and operations.

Facilitator

Lead Math Teachers, Instructional Coaches; District Math Coordinator

Participants

Teachers in grades KG-4th, administration

Schedule

Quarterly, from 9/14/2015 to 5/27/2016

PD Opportunity 2

Create a curriculum writing team to develop common vocabulary for use with teachers and students and support the utilization of this vocabulary school-wide.

Facilitator

Instructional coaches, lead teacher math committee

Participants

Teachers grades KG-4th, administration

Schedule

Monthly, from 10/7/2015 to 6/3/2016

G3. Increase student achievement (specifically proficiency) in ELA through the implementation of a balanced literacy model utilizing curriculum and instructional methods to support this model.

G3.B1 Current model for implementing focused, targeted reading instruction is not consistent among all grade levels.

G3.B1.S1 Provide additional coaching and professional development to instructional personnel across all grade levels

PD Opportunity 1

Continue the implementation of a balanced literacy model utilizing curriculum and instructional methods to support this model.

Facilitator

Balanced Literacy Consultant. Instructional Coaches

Participants

Teachers, Coaches, Administration

Schedule

Daily, from 8/18/2015 to 6/3/2016

G3.B1.S2 Support teachers through their PLC teams to ensure a guaranteed and viable curriculum.

PD Opportunity 1

Teachers will be provided with training on how to implement the components of a Balanced Literacy framework.

Facilitator

Schoolwide Consultants, Literacy Coaches

Participants

All Instructional Personnel, Coaches, Administration

Schedule

Every 2 Months, from 8/6/2014 to 6/3/2016

G3.B3 Insufficient funding for purchase of Balanced Literacy materials, additional leveled readers for classroom libraries and professional development.

G3.B3.S1 Determine available funding sources (School Improvement, Title 1, grants) and plan for purchase of materials and professional development.

PD Opportunity 1

School Improvement and Title 1 funding sources will be utilized to purchase materials and professional development.

Facilitator

Balanced Literacy Consultant

Participants

KG-4th Grade Instructional Personnel and Paraprofessionals

Schedule

On 6/3/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	All teachers will integrate leveled non-fiction Science texts when instructing students during their ELA block and in guided reading groups.				\$0.00
2	G1.B1.S1.A2	Implement daily E-STEM media lab for 3rd and 4th grade students to increase infusion of STEM content.				\$0.00
3	G1.B1.S1.A3	Utilize time during and after school to provide project-based learning activities focusing on STEM content.				\$12,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0131 - Warfield Elementary School	Other		\$3,707.00
<i>Notes: Funding will come from district SAI funds.</i>						
			0131 - Warfield Elementary School	Title I Part A		\$8,293.00
<i>Notes: Stipends</i>						
4	G1.B1.S1.A4	Create a STEM curriculum writing team to develop common STEM vocabulary to be utilized with all KG-4th grade teachers.				\$0.00
5	G2.B1.S1.A1	Targeted professional development will be provided to increase teachers knowledge of effective instructional practices and strategies for teaching number sense and operations.				\$1,600.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0131 - Warfield Elementary School	School Improvement Funds		\$1,600.00
<i>Notes: Instructional materials, reprographics</i>						
6	G2.B1.S1.A2	Create a curriculum writing team to develop common vocabulary for use with teachers and students and support the utilization of this vocabulary school-wide.				\$0.00
7	G3.B1.S1.A1	Continue the implementation of a balanced literacy model utilizing curriculum and instructional methods to support this model.				\$0.00
8	G3.B1.S2.A1	Teachers will be provided with training on how to implement the components of a Balanced Literacy framework.				\$21,320.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16

Budget Data							
			0131 - Warfield Elementary School	School Improvement Funds		\$5,320.00	
<i>Notes: Professional Development for Balanced Literacy</i>							
			0131 - Warfield Elementary School	Title I Part A		\$16,000.00	
<i>Notes: Professional Development for Balanced Literacy</i>							
9	G3.B2.S1.A1	School Improvement and Title 1 funding sources will be utilized to purchase books for classroom libraries.					\$20,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16	
			0131 - Warfield Elementary School	Title I Part A		\$20,000.00	
<i>Notes: Increase the number of exemplar, leveled texts for classroom libraries</i>							
10	G3.B3.S1.A1	School Improvement and Title 1 funding sources will be utilized to purchase materials and professional development.					\$20,400.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16	
			0131 - Warfield Elementary School	School Improvement Funds		\$9,400.00	
<i>Notes: Consultant fees for Professional Development</i>							
			0131 - Warfield Elementary School	Title I Part A		\$5,000.00	
<i>Notes: Purchase of additional leveled text for school and classroom libraries and to support the Balanced Literacy initiative.</i>							
			0131 - Warfield Elementary School	Title I Part A		\$6,000.00	
<i>Notes: Consultant fees for Professional Development</i>							
Total:						\$75,320.00	