

Orange County Public Schools

Phyllis Wheatley Elementary



2015-16 School Improvement Plan

Phyllis Wheatley Elementary

1475 MARVIN C ZANDERS AVE, Apopka, FL 32703

www.ocps.net/lc/north/ewh

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	89%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	94%

School Grades History

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

**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 Orange 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
Monitoring Only	3	Ella Thompson
Former F	Turnaround Status	
Yes		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Phillis Wheatley Elementary School is to lead our students to success with the support and involvement of our families and our community.

Provide the school's vision statement

Phillis Wheatley Elementary will be the top producer of successful students in the nation.

School Environment

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

Wheatley Elementary has built a sense of community that includes both teacher and student. Teachers learn as much as possible about students' personal interests and backgrounds through classwork exercises including journal writing activities, data chats, student-teacher meetings, and class discussions. The entire staff at Wheatley also models appropriate behaviors to ensure that positive student behaviors are evident school-wide. There are mentoring programs for boys and girls where the faculty and staff have the opportunity to build meaningful relationships with students.

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

Wheatley Elementary has a school-wide discipline program, which is a systematic proactive approach that encourages positive and safe behavior. Students are greeted upon arrival by staff members and provided a nutritious breakfast in the cafeteria. As students enter the classroom, teachers welcome them by name. During the school day, teachers create a non-threatening learning environment that encourages risk-taking which is a critical component for rigorous learning. High expectations for student learning are non-negotiable. Positive behaviors are reinforced throughout the day using a reward system called "PW PRIDE Awards". Teachers end the day with positive feedback and high expectations for the following day. Staff members ensure a safe and orderly dismissal.

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

Wheatley Elementary implements a school-wide behavioral program, CHAMPS. CHAMPS is a systematic proactive approach that includes clear expectations for routines and procedures throughout the day. The instructional and support staff have been trained in CHAMPS to ensure that the program is implemented with fidelity. Every nine weeks, the dean of students reviews the OCPS Code of Conduct with each grade level. The dean conducts CHAMPS professional development for new teachers. An alternative classroom setting is available to meet the needs of students who are displaying difficulties in their homeroom setting. Incentives are also provided for students who demonstrate positive behaviors academically and socially. There is a discipline procedure that all teachers follow to ensure students modify disruptive behavior and are quickly re-engaged in instruction. Teachers receive a training on the discipline procedures and the MTSS coach discusses discipline data with teachers to help them reward or modify behavior.

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

Wheatley Elementary ensures that all students' social-emotional needs are being met through monthly character education-themed discussions, classroom guidance lessons, and small group social skills training. Teachers embed character traits throughout their daily instructional practices. The MTSS coach identifies at-risk students that need more behavior support through targeted behavior interventions. Once students are identified, they are progressed monitored and interventions are modified based on data. External mental health agencies and licensed school-based personnel provide individual counseling for students in need. Mentoring programs have been established to foster the development of positive relationships with students and members of the community.

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

Attendance below 90 percent- After two consecutive absences, teachers make communication with the parent regarding students absences. An incentive program is implemented for the classrooms with 90% or better attendance.

One or more suspensions- Wheatley utilizes a school-wide discipline program(CHAMPS). Through this program, students are taught positive behavior strategies and teachers communicate consistent routines and procedures throughout the learning day.

A level 1 score on the statewide, standardized assessments- Individual student data to include the lowest 30% is analyzed and disaggregated during bi-weekly data meetings. Reading deficiency letters and possible retention letters are drafted and communicated to parents during the beginning and mid-point of the school year.

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
	1	2	3	4	5	
Attendance below 90 percent	13	8	7	5	6	39
One or more suspensions	6	11	17	6	7	47
Course failure in ELA or Math	0	15	35	14	16	80
Level 1 on statewide assessment	0	0	35	11	20	66

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	3	1	9	29	13	14	69

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

Utilizing the MTSS framework, students are progress monitored and placed in fluid intervention groups based on skill levels. Tier-II students are monitored bi-weekly and Tier-III students are

monitored on a weekly basis. Additionally, Wheatley has implemented a mentoring program to support students that are exhibiting two or more of the early warning indicators.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/55923>.

Description

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

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Through our relationships with our Partners in Education, we make use of the communities vast resources to enrich the lives of our students. We maintain communication with our partners through our volunteer coordinator about the specific needs of the school community. The leadership team identifies the school's needs to support student achievement and then the needs are shared with our Partners in Education. Our partners will then inform our volunteer coordinator of how they can support the needs of our 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
Atkinson, Linton	Principal
Highland, Shanita	Other
Ward, Cecelia	Instructional Coach
Oladosu, Naquisha	Instructional Coach
Prince, Allyson	Instructional Coach
Wolfe, Wendy	Assistant Principal

Duties

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

Administration: Manages the daily operations of the school. Sets vision for problem-solving process and facilitates review of fidelity in implementation by conducting classroom walkthroughs and data meetings.

Instructional Coaches: Provide expertise on appropriate interventions for identified students needs and facilitates the coaching cycle. They also participate in the design and delivery of professional development and support colleagues through mentoring, pushing in/pulling out of small groups/ individuals.

MTSS Coach: Collaborates and facilitates data meetings with teachers to track documentation and schedule CST meetings.

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

Title I, Part A

The Title I plan and budget were developed based on the needs outlined in the School Improvement Plan. Funds will be used to provide after-school program. The district coordinates Title I services for educational services and staff development.

Title I, Part C- Migrant

The district-based migrant liaison provides services and support as needed to qualifying students and parents.

Title I, Part D

The district receives funds for students in need of neglected and delinquent services.

Title II

Teachers participate regularly in research-based professional learning based on student assessment data to promote the implementation with fidelity of appropriate best practices to support district initiatives and academic/behavioral goals as set forth in the School Improvement Plan.

Title III

Funds for educational services, resources, and ELL support are provided through the district to improve the education of immigrants and English Language Learners.

Title X- Homeless

Our district homeless social worker provides resources such as social services, assistance with referrals, clothing, and other basic needs as identified for homeless students under the McKinney-Vento Act.

Supplemental Academic Instruction (SAI)

SAI funds are directed to the support of hiring intensive reading teachers.

Violence Prevention Programs

The school offers a non-violence and anti-drug program to students that incorporates Red Ribbon week, community service, and counseling. These events are provided by our School Resource Officer and Super Kids. Our dean of students and outside agency counselors provide resources to parents and families in need of support.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Linton Atkinson	Principal
Shanita Highland	Teacher
Yolanda Shepherd	Parent
Yatshada Cardona	Education Support Employee
Marjorie Burbank	Teacher
Clarissa Doyle	Parent
Tashanda Brown-Cannon	Education Support Employee
Wendy Wolfe	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

The SAC members reviewed the 2014-15 school improvement plan. The goals, barriers, and strategies were discussed and SAC members provided feedback based on the academic and community needs. The SAC committee's ideas were generated and the SIP was monitored for effectiveness and changes were made throughout the year to meet the needs of the school.

Development of this school improvement plan

SAC members analyzed data and facilitated the 8-step problem-solving process to create goals and action steps to develop the 2015-2016 school improvement plan.

Preparation of the school's annual budget and plan

Administrators reviewed 2014-15 budget and took recommendations from the SAC committee members during our annual budget meeting. The principal met with the leadership team and established a calendar of events based on budget recommendations.

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

The school improvement funds were used for parental involvement activities.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Atkinson, Linton	Principal
Highland, Shanita	Instructional Coach
Oladosu, Naquisha	Instructional Coach
Ward, Cecelia	Instructional Coach
Prince, Allyson	Instructional Coach
Wolfe, Wendy	Assistant Principal
Worrell, Sonya	

Duties

Describe how the LLT promotes literacy within the school

The major initiative of the LLT is to increase our percentage of students reading on grade level and above by implementing standards-based instruction and rigorous tasks. This will include Marzano's instructional strategies, side-by-side coaching, peer observations, and immediate feedback. In order to promote and support local and state literacy initiatives, we will plan and implement a school-wide literacy night, accelerated reader program, the Sunshine State Young Readers Program, and integrate ELA standards across all content areas.

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

Wheatley Elementary promotes collaborative planning and instruction through common planning, reflective teaching, and shared ideas. We provide teachers with professional development which includes cognitive student engagement, rigorous tasks using Webb's Depth of Knowledge, Marzano's design questions, and differentiated instruction. Positive working relationships between teachers are ongoing through the use of mentoring, peer observations, collaborative feedback, and the coaching cycle. Teachers demonstrate their commitment by participating in goal-setting, attending academic nights and having high expectations that meet the needs of all students.

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

In order to recruit highly qualified teachers, our school provides teacher incentive pay along with retention pay.

Also our instructional coach, assigns mentors for beginning and new teachers to OCPs. Additionally, we build teacher capacity by facilitating ongoing professional development, providing common planning opportunities, and encouraging professional learning communities. We also recognize teacher attendance with incentives monthly.

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

Our teacher mentoring program is designed to increase our retention of highly qualified, beginning teachers. Our program includes orientation, professional development, peer observations, and personal and professional support for beginning and other identified teachers. The majority of our mentors and mentees are paired based on their grade level with teachers that have a proven track of increasing

student achievement. Our mentoring program will provide the tools necessary for our beginning and targeted teachers to become reflective classroom teachers.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Wheatley Elementary ensures that core instruction is aligned with the Florida Standards. Through collaboration, the teachers use the items specifications, scope and sequence, instructional focus calendars, and measurement topic plans to create unit plans that include common assessments and rigorous lesson progressions. The instructional programs and materials are used to support the Florida standards. The administrative team will conduct ongoing professional development to assist with deconstructing the Florida 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

Wheatley Elementary uses multiple sources of data to identify our Tier II and Tier III students. The leadership team will conduct bi-weekly data meetings, with grade levels and individual teachers. Teachers will differentiate instruction using grouping methods based on student data. In addition, students are identified and placed in their intervention group for a minimum of thirty minutes based on assessment data.

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: 14,400

The STEAM grant is a 21st Century program in which reading and math are analyzed and developed through science, technology, engineering, and in the arts. It is a contextual curriculum where the subjects are coordinated to co-support each other under a formal educational structure of how science, technology, engineering, mathematics and the broad spectrum of the arts, all relate to one another in reality. This framework, not only includes the art of aesthetics and design, but also the art divisions of the liberal, language, musical, physical and manual.

Strategy Rationale

Wheatley will increase enrichment activities through project-based learning to enhance students learning.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Prince, Allyson, allyson.prince@ocps.net

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

Enrichment outcomes will be measured by progress monitoring assessments and surveys.

Strategy: Extended School Day

Minutes added to school year: 10,800

Based on the 2014 Florida Comprehensive Assessment (FCAT) reading scores, a requirement was set by the state to add one extra hour of reading instruction to the regular school day.

Strategy Rationale

An extra hour added to the school day gives students the opportunity for extended learning in reading and a provides a positive impact on their academic performance.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

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

Administrators will progress monitor instruction using the iObservation tool and formative assessment data.

Strategy: Before School Program

Minutes added to school year: 5,340

The media center will be open before school to encourage independent reading by providing additional time for students to check out books, complete research projects, and academic computer-based programs.

Strategy Rationale

The extended media center hours will provide students the opportunity to engage in reading and online technology outside of the classroom.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Highland, Shanita, shanita.highland@ocps.net

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

Media center sign-in sheets, Accelerated Reader, and Lexi usage reports

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

Local preschools, Head Start, VPK and daycares are welcome to visit our campus. A Kindergarten "Round-up" is scheduled every Spring to register students and provide vital information for prospective kindergartners and their parents.

Parents are encouraged to bring their students to "Meet the Teacher" during preplanning week and also participate in Open House.

The "transition" from preschool to kindergarten begins with diagnostic evaluations. The data is then used to drive the instruction.

School volunteers assist kindergarten teachers throughout the school year, especially in the beginning of the year. Volunteers provide the extra attention with students who are experiencing transitional difficulties.

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

Wheatley uses various strategies to bring awareness of college and career readiness. We promote digital curriculum through the use of Read 180, Systems 44, Achieve 3000, Lexia, and Reading Plus. Students also have the opportunity to participate in the Teach-In where business partners and other community stakeholders present information about their careers and their career pathways.

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

NA

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

NA

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

NA

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Student achievement will increase when we implement the MTSS process with fidelity, which will include disaggregating and analyzing data for specific subgroups.
- G2.** Student achievement will increase when teachers apply rigorous standards-based instruction across content areas.

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. Student achievement will increase when we implement the MTSS process with fidelity, which will include disaggregating and analyzing data for specific subgroups. 1a

 G074291

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	
AMO Reading - African American	
AMO Reading - Hispanic	
AMO Reading - ELL	
AMO Reading - White	
AMO Reading - ED	
AMO Reading - SWD	
ELA/Reading Gains	63.0
ELA/Reading Lowest 25% Gains	75.0

Resources Available to Support the Goal 2

- MTSS Team
- Researched-based data analysis procedures
- Progress monitoring and assessment data
- Leadership team

Targeted Barriers to Achieving the Goal 3

- Teachers inconsistently progress monitor students.
- Teachers lack understanding of data analysis to drive instruction.

Plan to Monitor Progress Toward G1. 8

The leadership team will analyze assessment data to measure progress toward achieving our goal. Adjustments will be made based on data.

Person Responsible

Cecelia Ward

Schedule

Biweekly, from 9/2/2015 to 6/10/2016

Evidence of Completion

Assessment data

G2. Student achievement will increase when teachers apply rigorous standards-based instruction across content areas. 1a

G074292

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	
ELA/Reading Gains	63.0
ELA/Reading Lowest 25% Gains	75.0
AMO Math - All Students	
FCAT 2.0 Science Proficiency	50.0

Resources Available to Support the Goal 2

- Items Specifications
- IMS
- CPalms
- Think Central
- Houghton Mifflin Journeys
- Marzano Instructional Strategies
- Go Math
- Florida Standards
- Instructional Focus Calendars
- Instructional Progressions

Targeted Barriers to Achieving the Goal 3

- Lack of teacher knowledge with creating rigorous centers
- Lack of teacher knowledge with embedding Marzano's instructional strategies and Webb's Depth of Knowledge in their daily lessons
- Teachers lack of planning rigorous lessons

Plan to Monitor Progress Toward G2. 8

Analyze assessment and iObservation data to determine progress toward the goal.

Person Responsible

Linton Atkinson

Schedule

Weekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Assessment data

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. Student achievement will increase when we implement the MTSS process with fidelity, which will include disaggregating and analyzing data for specific subgroups. **1**

 **G074291**

G1.B1 Teachers inconsistently progress monitor students. **2**

 **B193942**

G1.B1.S1 Teachers will administer formative assessments as indicated by the progress monitoring schedule and use tiered support to increase student learning. **4**

 **S205468**

Strategy Rationale

The progress monitoring schedule will help to ensure that students are making adequate progress with targeted intervention.

Action Step 1 **5**

The MTSS coach will create a progress monitoring schedule, administer student assessments, and facilitate data meetings to create fluid intervention groups.

Person Responsible

Cecelia Ward

Schedule

Biweekly, from 9/8/2015 to 6/10/2016

Evidence of Completion

Progress monitoring schedule, assessment data, documented intervention groups, and data meeting minutes

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

Administrators will review data meeting minutes and observe Tier-II and Tier-III interventions.

Person Responsible

Cecelia Ward

Schedule

Weekly, from 9/8/2015 to 6/10/2016

Evidence of Completion

Administrators will provide comments on data meeting minutes and feedback in iObservation after observing Tier-II and Tier-III interventions.

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

Administrators monitor for effectiveness by analyzing progress monitoring data, winter benchmark assessment data, FAIR-FSA data, and DRA data to determine if skills mastered in intervention have transferred over to core instruction.

Person Responsible

Cecelia Ward


Schedule

Monthly, from 9/8/2015 to 6/10/2016

Evidence of Completion

Progress monitoring data, and DRA data

G1.B2 Teachers lack understanding of data analysis to drive instruction. 2

 B193943

G1.B2.S1 Building teacher capacity through professional development on data analysis and using data to drive instruction. 4

 S205469

Strategy Rationale

To strengthen our teachers' ability to disaggregate data and use the information from data analysis to meet the needs of students.

Action Step 1 5

School-based coaches will provide professional development and training for data analysis.

Person Responsible

Cecelia Ward

Schedule

Biweekly, from 9/8/2015 to 6/10/2016

Evidence of Completion

Exit slips and sign-in sheets

Action Step 2 5

Teachers will compile a list of students who are not performing on grade level. The MTSS coach will facilitate tier 3 interventions and progress monitoring meetings.

Person Responsible

Cecelia Ward

Schedule

Biweekly, from 9/7/2015 to 6/20/2016

Evidence of Completion

Tier 3 data and notes from the MTSS team meeting

Action Step 3 5

Staff will conduct data chats with students and students will track their own progress by charting their progress in their data folders.

Person Responsible

Linton Atkinson

Schedule

Monthly, from 10/29/2015 to 6/20/2016

Evidence of Completion

Charted data in students' data folders.

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

Administrators will participate in data meetings and review MTSS minutes.

Person Responsible

Linton Atkinson

Schedule

Weekly, from 9/8/2015 to 6/10/2016

Evidence of Completion

Feedback on MTSS minutes and data meeting sign in sheets

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

We will analyze classroom walk-through data and student achievement data, and identify trends to make instructional decisions.

Person Responsible

Linton Atkinson

Schedule

Weekly, from 8/24/2015 to 6/10/2016


Evidence of Completion

iObservation data and student achievement data

G2. Student achievement will increase when teachers apply rigorous standards-based instruction across content areas. 1

 G074292

G2.B1 Lack of teacher knowledge with creating rigorous centers 2

 B193947

G2.B1.S1 Provide professional development on creating rigorous centers that target students specific learning needs 4

 S205474

Strategy Rationale

Teachers will build capacity in organizing and developing rigorous standards based centers.

Action Step 1 5

Reading coach will provide professional development on creating rigorous literacy centers.

Person Responsible

Cecelia Ward

Schedule

Monthly, from 9/8/2015 to 6/10/2016

Evidence of Completion

Sign-in sheets and exit slips

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

Fidelity will be monitored by reviewing sign-in sheets and exit slips.

Person Responsible

Shanita Highland

Schedule

Weekly, from 9/8/2015 to 6/10/2016

Evidence of Completion

Feedback on exit slips

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

We will analyze iObservation and student assessment data.

Person Responsible

Linton Atkinson

Schedule

Quarterly, from 8/17/2015 to 6/10/2016

Evidence of Completion

iObservation data and performance matters data

G2.B2 Lack of teacher knowledge with embedding Marzano's instructional strategies and Webb's Depth of Knowledge in their daily lessons 2

 B193948

G2.B2.S1 Provide professional development on Marzano's Instructional Strategies DQ2, DQ3, and DQ4.

4

 S205475

Strategy Rationale

Teachers will be able to scaffold their instruction to engage our students in cognitively complex tasks.

Action Step 1 5

Administrators will provide professional development on Marzano's DQ2, DQ3, DQ4 and Webb's Depth of Knowledge.

Person Responsible

Linton Atkinson

Schedule

Quarterly, from 9/8/2015 to 6/10/2016

Evidence of Completion

Sign-in sheets, exit slips, and reflection logs

Action Step 2 5

School administrators will conduct instructional rounds focusing on DQ 2 and DQ 3.

Person Responsible

Linton Atkinson

Schedule

Every 6 Weeks, from 10/5/2015 to 5/20/2016

Evidence of Completion

Teacher completed observation and feedback sheet.

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

Administrators will review sign-in sheets and exit slips.

Person Responsible

Wendy Wolfe

Schedule

Biweekly, from 9/8/2015 to 6/10/2016

Evidence of Completion

Comments in iObservation, written lesson plan feedback, common planning minutes, and, survey results from teacher reflection of PD

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

The leadership team and teachers will analyze our student achievement data.

Person Responsible

Cecelia Ward

Schedule

Biweekly, from 9/8/2015 to 6/10/2016

Evidence of Completion

Assessment data

G2.B2.S2 Develop demonstration classrooms that model rigorous and in depth instruction which directly teaches and fosters specific mental skills and processes. 4

 S205476

Strategy Rationale

Teachers will have the opportunity to observe model classrooms, reflect on the lessons, and implement rigorous instructional strategies effectively.

Action Step 1 5

Administrators will identify model classrooms and set-up observations schedule for teachers to observe peer instruction.

Person Responsible

Linton Atkinson

Schedule

Quarterly, from 9/8/2015 to 2/18/2016

Evidence of Completion

iObservation data, reflection notes, and meeting minutes

Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

A reflection sheet and observation log will be created and completed by teachers.

Person Responsible

Shanita Highland

Schedule

Quarterly, from 9/8/2015 to 6/10/2016

Evidence of Completion

Completed copies of the reflection sheets and completed observation logs

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7

Administration team will conduct classroom observations of teachers to ensure the implementation of Marzano's instructional strategies with fidelity.

Person Responsible

Linton Atkinson

Schedule

Biweekly, from 8/24/2015 to 6/10/2016


Evidence of Completion

iObservation data, peer observation data, assessment data

G2.B3 Teachers lack of planning rigorous lessons 2

 B193949

G2.B3.S2 Facilitate structured common planning 4

 S205479

Strategy Rationale

Action Step 1 5

During common planning school-based coaches, district coaches, and teachers will deconstruct Florida standards and align students tasks to Webb's DOK and Marzano's DQ2, DQ3, and DQ4.

Person Responsible

Cecelia Ward

Schedule

Weekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Measurement topic plans, common planning minutes, and coaching logs

Plan to Monitor Fidelity of Implementation of G2.B3.S2 6

Teachers will be sent a common planning agenda weekly for review. They will be expected to arrive at common planning having already studied the deconstructed standards and the lesson progressions. As the leadership team participates in common planning, the discussion and role play of teaching lessons will be helpful to monitor implementation of common planning.

Person Responsible

Linton Atkinson

Schedule

Weekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Unit plan feedback, iObservation data, and assessment data

Plan to Monitor Effectiveness of Implementation of G2.B3.S2 7

The leadership team will analyze and monitor student achievement and iObservation data.

Person Responsible

Schedule

Biweekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Measurement topic plan feedback, assessment data, and iObservation data

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	The MTSS coach will create a progress monitoring schedule, administer student assessments, and facilitate data meetings to create fluid intervention groups.	Ward, Cecelia	9/8/2015	Progress monitoring schedule, assessment data, documented intervention groups, and data meeting minutes	6/10/2016 biweekly
G1.B2.S1.A1	School-based coaches will provide professional development and training for data analysis.	Ward, Cecelia	9/8/2015	Exit slips and sign-in sheets	6/10/2016 biweekly
G2.B1.S1.A1	Reading coach will provide professional development on creating rigorous literacy centers.	Ward, Cecelia	9/8/2015	Sign-in sheets and exit slips	6/10/2016 monthly
G2.B2.S1.A1	Administrators will provide professional development on Marzano's DQ2, DQ3, DQ4 and Webb's Depth of Knowledge.	Atkinson, Linton	9/8/2015	Sign-in sheets, exit slips, and reflection logs	6/10/2016 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B2.S2.A1	Administrators will identify model classrooms and set-up observations schedule for teachers to observe peer instruction.	Atkinson, Linton	9/8/2015	iObservation data, reflection notes, and meeting minutes	2/18/2016 quarterly
G2.B3.S2.A1	During common planning school-based coaches, district coaches, and teachers will deconstruct Florida standards and align students tasks to Webb's DOK and Marzano's DQ2, DQ3, and DQ4.	Ward, Cecelia	8/24/2015	Measurement topic plans, common planning minutes, and coaching logs	6/10/2016 weekly
G1.B2.S1.A2	Teachers will compile a list of students who are not performing on grade level. The MTSS coach will facilitate tier 3 interventions and progress monitoring meetings.	Ward, Cecelia	9/7/2015	Tier 3 data and notes from the MTSS team meeting	6/20/2016 biweekly
G2.B2.S1.A2	School administrators will conduct instructional rounds focusing on DQ 2 and DQ 3.	Atkinson, Linton	10/5/2015	Teacher completed observation and feedback sheet.	5/20/2016 every-6-weeks
G1.B2.S1.A3	Staff will conduct data chats with students and students will track their own progress by charting their progress in their data folders.	Atkinson, Linton	10/29/2015	Charted data in students' data folders.	6/20/2016 monthly
G1.MA1	The leadership team will analyze assessment data to measure progress toward achieving our goal. Adjustments will be made based on data.	Ward, Cecelia	9/2/2015	Assessment data	6/10/2016 biweekly
G1.B1.S1.MA1	Administrators monitor for effectiveness by analyzing progress monitoring data, winter benchmark assessment data, FAIR-FSA data, and DRA data to determine if skills mastered in intervention have transferred over to core instruction.	Ward, Cecelia	9/8/2015	Progress monitoring data, and DRA data	6/10/2016 monthly
G1.B1.S1.MA1	Administrators will review data meeting minutes and observe Tier-II and Tier-III interventions.	Ward, Cecelia	9/8/2015	Administrators will provide comments on data meeting minutes and feedback in iObservation after observing Tier-II and Tier-III interventions.	6/10/2016 weekly
G1.B2.S1.MA1	We will analyze classroom walk-through data and student achievement data, and identify trends to make instructional decisions.	Atkinson, Linton	8/24/2015	iObservation data and student achievement data	6/10/2016 weekly
G1.B2.S1.MA1	Administrators will participate in data meetings and review MTSS minutes.	Atkinson, Linton	9/8/2015	Feedback on MTSS minutes and data meeting sign in sheets	6/10/2016 weekly
G2.MA1	Analyze assessment and iObservation data to determine progress toward the goal.	Atkinson, Linton	8/24/2015	Assessment data	6/10/2016 weekly
G2.B1.S1.MA1	We will analyze iObservation and student assessment data.	Atkinson, Linton	8/17/2015	iObservation data and performance matters data	6/10/2016 quarterly
G2.B1.S1.MA1	Fidelity will be monitored by reviewing sign-in sheets and exit slips.	Highland, Shanita	9/8/2015	Feedback on exit slips	6/10/2016 weekly
G2.B2.S1.MA1	The leadership team and teachers will analyze our student achievement data.	Ward, Cecelia	9/8/2015	Assessment data	6/10/2016 biweekly
G2.B2.S1.MA1	Administrators will review sign-in sheets and exit slips.	Wolfe, Wendy	9/8/2015	Comments in iObservation, written lesson plan feedback, common planning minutes, and, survey results from teacher reflection of PD	6/10/2016 biweekly
G2.B2.S2.MA1	Administration team will conduct classroom observations of teachers to ensure the implementation of Marzano's instructional strategies with fidelity.	Atkinson, Linton	8/24/2015	iObservation data, peer observation data, assessment data	6/10/2016 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B2.S2.MA1	A reflection sheet and observation log will be created and completed by teachers.	Highland, Shanita	9/8/2015	Completed copies of the reflection sheets and completed observation logs	6/10/2016 quarterly
G2.B3.S2.MA1	The leadership team will analyze and monitor student achievement and iObservation data.		8/24/2015	Measurement topic plan feedback, assessment data, and iObservation data	6/10/2016 biweekly
G2.B3.S2.MA1	Teachers will be sent a common planning agenda weekly for review. They will be expected to arrive at common planning having already studied the deconstructed standards and the lesson progressions. As the leadership team participates in common planning, the discussion and role play of teaching lessons will be helpful to monitor implementation of common planning.	Atkinson, Linton	8/24/2015	Unit plan feedback, iObservation data, and assessment data	6/10/2016 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Student achievement will increase when we implement the MTSS process with fidelity, which will include disaggregating and analyzing data for specific subgroups.

G1.B2 Teachers lack understanding of data analysis to drive instruction.

G1.B2.S1 Building teacher capacity through professional development on data analysis and using data to drive instruction.

PD Opportunity 1

School-based coaches will provide professional development and training for data analysis.

Facilitator

MTSS Coach (Cecelia Ward)

Participants

K-5 teachers, special area teachers, paraprofessionals

Schedule

Biweekly, from 9/8/2015 to 6/10/2016

G2. Student achievement will increase when teachers apply rigorous standards-based instruction across content areas.

G2.B1 Lack of teacher knowledge with creating rigorous centers

G2.B1.S1 Provide professional development on creating rigorous centers that target students specific learning needs

PD Opportunity 1

Reading coach will provide professional development on creating rigorous literacy centers.

Facilitator

Reading coach and district coaches

Participants

K-5 teachers

Schedule

Monthly, from 9/8/2015 to 6/10/2016

G2.B2 Lack of teacher knowledge with embedding Marzano's instructional strategies and Webb's Depth of Knowledge in their daily lessons

G2.B2.S1 Provide professional development on Marzano's Instructional Strategies DQ2, DQ3, and DQ4.

PD Opportunity 1

Administrators will provide professional development on Marzano's DQ2, DQ3, DQ4 and Webb's Depth of Knowledge.

Facilitator

Assistant Principal and Leadership Team

Participants

K-5 teachers

Schedule

Quarterly, from 9/8/2015 to 6/10/2016

G2.B3 Teachers lack of planning rigorous lessons

G2.B3.S2 Facilitate structured common planning

PD Opportunity 1

During common planning school-based coaches, district coaches, and teachers will deconstruct Florida standards and align students tasks to Webb's DOK and Marzano's DQ2, DQ3, and DQ4.

Facilitator

Reading Coaches, Curriculum Resource Teacher

Participants

K-5 teachers

Schedule

Weekly, from 8/24/2015 to 6/10/2016

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	The MTSS coach will create a progress monitoring schedule, administer student assessments, and facilitate data meetings to create fluid intervention groups.	\$0.00
2	G1.B2.S1.A1	School-based coaches will provide professional development and training for data analysis.	\$0.00
3	G1.B2.S1.A2	Teachers will compile a list of students who are not performing on grade level. The MTSS coach will facilitate tier 3 interventions and progress monitoring meetings.	\$0.00
4	G1.B2.S1.A3	Staff will conduct data chats with students and students will track their own progress by charting their progress in their data folders.	\$0.00
5	G2.B1.S1.A1	Reading coach will provide professional development on creating rigorous literacy centers.	\$0.00
6	G2.B2.S1.A1	Administrators will provide professional development on Marzano's DQ2, DQ3, DQ4 and Webb's Depth of Knowledge.	\$0.00
7	G2.B2.S1.A2	School administrators will conduct instructional rounds focusing on DQ 2 and DQ 3.	\$0.00
8	G2.B2.S2.A1	Administrators will identify model classrooms and set-up observations schedule for teachers to observe peer instruction.	\$0.00
9	G2.B3.S2.A1	During common planning school-based coaches, district coaches, and teachers will deconstruct Florida standards and align students tasks to Webb's DOK and Marzano's DQ2, DQ3, and DQ4.	\$0.00
Total:			\$0.00