

Seminole County Public Schools

Wicklows Elementary School



2015-16 School Improvement Plan

Wicklow Elementary School

100 PLACID LAKE DR, Sanford, FL 32773

<http://www.scps.k12.fl.us/schools/schoolinfopage.cfm?schoolnumber=0811>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	83%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	72%

School Grades History

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

**Preliminary Informational Baseline School Grade*

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

School Board Approval

This plan is pending approval by the Seminole 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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	18
Goals Summary	18
Goals Detail	18
Action Plan for Improvement	20
Appendix 1: Implementation Timeline	25
Appendix 2: Professional Development and Technical Assistance Outlines	25
Professional Development Opportunities	26
Technical Assistance Items	27
Appendix 3: Budget to Support Goals	0

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	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Wicklow Elementary School is a collaborative community that engages in meaningful instruction to encourage lifelong learning. Wicklow will provide a positive learning environment that ensures cooperation, mutual respect, and the optimum development of the whole child. We will teach our students to think critically, to act responsibly, and to perform successfully in order to become lifelong learners and responsible citizens in a technological and diverse global society.

Provide the school's vision statement

Wicklow Elementary School will be the top elementary school in the Northwest Cluster. Our focus on excellence are summed up in a few simple, strategic practices:

1. Support our outstanding students, teachers, and staff.
2. Identify the instructional needs of every students, differentiate our approach, and provide best instructional pedagogical strategies.
3. Create a culture of commitment and excellence in our school that supports our students, staff, and community.

Wicklow will support the SCPS vision that all Early Childhood Program and PreK-Grade 12 students acquire the knowledge, skills, and attitudes to be productive citizens in our great country and in the global economy. All students will perform at the highest levels and the school's personnel will be highly-qualified, care about the well-being of every student, diverse, innovative, enthusiastic, and dedicated to the mission of our district and school.

School Environment

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

Wicklow Elementary School works very closely with its students and families with the intent to highlight positively every student's culture and educate and celebrate the differences in which make our school so rich. Starting in August, we have several community events throughout the year including and Multicultural Night, Book Fairs, a Community/ Curriculum Nights, Title I sponsored family nights, and PTA events that support our efforts. Our school environment embraces the Spanish language as many of our families speak Spanish. This can be seen through all home/school communication. In 2015-16, Wicklow has embraced a Dual Language Immersion Program. Working as a collaborative team, kindergarten and first grade teachers and two teachers hired from Spain, teach the English curriculum, Spanish language and culture through an immersion model. Other events, such as Teach In, also gives our students the opportunity to share their culture with peers.

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

The 'Golden Rule' is the cornerstone of our behavior management program and the key in building a positive, safe culture at Wicklow Elementary. This is key in teaching our students how to treat and respect others. We have a specials, SAFARI, which means "Seeking Amazing Future As Responsible Individuals" where the students are taught character education daily. We also have incorporated mandatory classroom meetings on Wednesdays where students and teachers are actively problem-solving and discussing the keys to character. Our School Resource Officer actively teaches all fifth grade students using the FOCUS program. Additionally, our PBS team, made up of teacher/faculty

leaders, has designed a behavior program that is based on positives/incentives, with a focus on the success and positive behaviors of our students. Finally our behavior support teacher not only handles discipline but also runs several positive reward systems to encourage and promote positive behaviors.

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 goal at Wicklow Elementary School is to be a positive environment in which people interact with courtesy and respect. This is executed through Principal's Newsletters, Golden Child Awards, Citizenship Awards during the Awards Assemblies, and acknowledgment through Student of the Month.

All staff is trained in our Positive Behavior Support program. During the first few weeks of school, administration speaks with every first, second, third, fourth, and fifth grade student through grade level assemblies where school expectations are explained. All staff members are involved with the Positive Behavior Support program in which each staff member is on a committee and every year the committee reviews and votes on revisions if necessary. At least two meetings are allotted to review the school wide expectations and procedures with all staff members.

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

Wicklow Elementary School has established various counseling services for the needs of our students. We have a mentor program with our older Student Council students working with primary classes. We also have a food and clothing pantry for our families in need. Counseling services are provided by school-based (Wicklow) Certified School Counselors on an as needed bases. Currently, we also have several agencies that have an Agency Access Agreement with Seminole County School District that provides on site counseling and home counseling services for our students. These agencies take Medicaid, other insurance, and offer some funding for parents who may not have Medicaid or insurance. Classroom Teachers may also refer students who may need mentoring or just a friendly listening ear. Students may have lunch with the counselor, receive special birthday pencils when celebrating a birthday, and request through classroom teacher to speak with a counselor related to any personal issues.

Early Warning Systems

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

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

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/185913>.

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

Wicklow Elementary School has established community relationships through various community events, school events, and business partnerships. PTA events, Title I school events, and other activities help build partnerships. We partner with local agencies to provide resources to our families. We have the Grandparent Program where seniors come daily to work with 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
Herndon, Martina	Principal
Evans, Jackie	Assistant Principal

Duties

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

MTSS Team consists of a Certified School Counselor, Administration and Grade Level Teams. Grade level teachers are responsible for maintaining data for each student, providing interventions,

communicating with parents throughout the process of MTSS and working as a team in a collaborative manner to give insight to other teachers on possible interventions and techniques to implement. The role of Administration is to assist teachers when necessary. The Certified School Counselor is responsible for holding grade level meetings, uploading intervention plans into EdInsight, documenting meetings for each student on EdInsight, moving students within the tiers, tracking intervention plans, scheduling parent meetings after Tier III interventions, making sure all required documentation and interventions are completed to proceed to Student Study Team, scheduling Student Study Team meeting and following referral through evaluation and eligibility meetings.

Wicklow annually reviews budgets and expenditures as well as student and teacher data to ensure schools are adequately staffed to meet student achievement needs. For Title I schools, data are reviewed and funds are primarily used to support improved instruction and interventions. Wicklow will coordinate Title I and Supplemental Academic Instruction funds to provide additional academic tutorial and/or intervention time for students in need of remediation. These funding sources are coordinated to maximize the number of students and the amount of services available for academic interventions. Titles I and II are coordinated to ensure district professional learning and intensive instructional coaching is provided to schools. In addition, the school district coordinates IDEA and Title I funds to provide our school additional paraprofessionals that facilitate small group instruction during the school day. The coordination and integration of these funds and services ensure students are provided the time and support needed to master the standards and improve academic achievement.

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

Wicklow Elementary School annually reviews budgets and expenditures as well as student and teacher data to ensure schools are adequately staffed to meet student achievement needs. For Title I schools, data are reviewed and funds are primarily used to support improved instruction and interventions. Wicklow will coordinate Title I and Supplemental Academic Instruction funds to provide additional academic tutorial and/or intervention time for students in need of remediation. These funding sources are coordinated to maximize the number of students and the amount of services available for academic interventions. Titles I and II are coordinated to ensure district professional learning and intensive instructional coaching is provided to schools. In addition, the school district coordinates IDEA and Title I funds to provide our school additional paraprofessionals that facilitate small group instruction during the school day. The coordination and integration of these funds and services ensure students are provided the time and support needed to master the standards and improve academic achievement.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Martina Herndon	Principal
Melissa Smith	Parent
Nicole Charloff	Teacher
George Gordon	Teacher
Rachel Martinez	Teacher
Rachel Martinez	Teacher
Christy Bohnstadt	Teacher
Jacqueline Evans	Teacher
M'Lissa Thompson	Teacher
Richard Mergy	Business/Community
Shawn Eason	Parent

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 met in September and analyzed school data as they correlated with the SIP. We discussed the district goal "One Year's Growth in One's Year's Time."

Development of this school improvement plan

The SAC team meets on a monthly basis to discuss plans for improvement of Wicklow Elementary School. They review the school data, other student data and assist with the development of target goals and areas of focus for this school year.

Preparation of the school's annual budget and plan

During the SAC meeting in September the School Improvement budget was passed. Funds were allocated to supplies that will directly correlate with the instructional goals of the SIP.

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

School Improvement Funds have been allocated for materials and supplies for on-going support of instruction and Professional Development Opportunities.

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
Ortiz, Michelle	Instructional Coach
Petrazio, Cathy	Instructional Coach
Culverwell, Janelle	Instructional Coach
Barnes, Janet	Other

Duties

Describe how the LLT promotes literacy within the school

- Facilitate and organize a 30 minute Reading "Walk To" model of instruction at each grade in order to differentiate instruction to meet the needs of all students and increase school-wide reading proficiency. The goal is to increase reading ability, rigor, incorporate acceleration, and analysis of text for all students.
- Schedule trimester and/or quarterly assessments to find students' reading and writing strengths and weaknesses and to monitor student progress. (DRA, SRI, PSI, PASI, Writing Prompts, etc)
- Conduct monthly data meetings to help teachers better understand and use their students' data. Data meetings will also help teachers make instructional decisions in "Walk To" groups and in the classroom.
- Increase differentiation of instruction in classrooms through Professional Development, collaborative PLC meetings, and lesson study involving small group, conferencing, and a workshop model in reading and writing.
- Collaborate with PLC team members to create or use previously made common assessments on state standards, share instructional strategies for teaching standards, and analyze data from common assessments in order to reflect on teaching and provide targeted remediation where needed.
- Increase "eyes on text" at students' levels by promoting a love of reading, motivation through Accelerated Reader (AR) and other reading incentives, and an emphasis on quality, authentic book selections.

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

Wicklow Elementary School utilizes Professional Learning Communities and Professional Developments to address collaborative planning and instruction in order to implement district curriculum plans aligned with the Florida Standards. Teachers have a common plan time in the mornings and specific scheduled Wednesday afternoons for Professional Developments for which to collaboratively plan their instruction.

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

Seminole County Public Schools is always looking for highly qualified, certified teachers to teach our students. The method of recruitment is defined based on the need. Seminole County Public Schools reputation of being an "A" school district brings to us thousands of highly qualified applicants. One of our recruitment strategies is our partnership with State and private colleges and universities. We welcome university and college interns and field study students to our district not only from the State of Florida university system but also out of State. Annually our district participates in many university job fairs and minority and veteran job fairs. This year we have gone out of the United States and are bringing on board a few teachers from Spain to teach the dual language classes.

The district supports all teachers but especially new teachers with mentoring programs. We also provide

in-services and workshops. New teachers with zero years of experience are assigned a one on one mentor. This support is provided beyond the first year.

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

Our school has a school-wide mentor who works with administration to coordinate all mentoring activities on our campus. This school-wide mentor was trained by our county's new teacher facilitator and given materials and agendas to support the new teachers during this calendar year. Before school began, our new teachers spent a day with our school-wide mentor and were given a campus tour and oriented to important procedures and policies that will affect them as they begin the school year. Once school begins, these new teachers meet regularly with the mentor(s) who best fits their needs and follow an agenda of recommended topics that are appropriate for each teacher's given situation. Whether the new teacher is working with a school-wide mentor, peer teacher, or alternative certification mentor, he or she is working with an individual who has been trained by our county to support the teacher's various needs. Each of these mentor roles are fine-tuned each year based on the feedback from our new teachers the year before.

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

Wicklow Elementary School follows the Reading, Math, Science, Writing, and Social Studies SCPS Instructional Plans for K-5. All SCPS instructional plans are aligned to Florida Standards and specific to each grade level.

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

Wicklow Elementary School uses a plethora of data to provide and differentiate instruction to meet the educational needs of our students. Assessments are used as diagnostics and ongoing progress monitoring is used to determine students' needs and track student growth. Determined by the data, various differentiated instructional practices are implemented, including intervention and acceleration. Students' needs are analyzed on an individual basis and their data is used to determine services. Various assessments used include iReady, Running Records in core and intervention, FSA, SRI, DRA, DAR, PASI, PSI, STAR, curriculum-based assessments, and fluency reads.

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: Extended School Day

Minutes added to school year: 4,800

Students will be provided extended learning time by participating small groups of students. Students will receive intensive instruction, focused on the skills that they show deficiencies in.

Strategy Rationale

Many students struggle with core instruction at their grade level due to their many gaps in understanding of content previously taught and from lower grade levels. They will work to fill these gaps during the small groups, increasing their success within their class when working on grade level standards.

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

Data will be collected utilizing iReady diagnostic tests 3 times a year and monthly progress monitoring assessments. These assessments will show the growth the student is making throughout the year and each month. The growth of the students in small group instruction should be greater than students not participating in the program. The data will also be used to drive the instruction provided within the small groups.

Strategy: Before School Program

Minutes added to school year: 2,250

4th and 5th graders will attend iReady lab sessions in the morning for approximately 15-30 minutes each day before school. This will extend student time in the computer program and allow students to complete additional lessons at their individualized level. Students will have additional time to fill gaps within their understanding, receive additional practice of grade level standards, or extend their learning beyond grade level.

Strategy Rationale

iReady provides strategic and individualized lessons based on diagnostic tests given 3 times a year. The program requires 2-3 hours per week for Tier 1 students to work within the program and more time for Tier 2 and 3 students. This time is very difficult to find during actual school hours. These students having extended time in the program allows them to meet their personal academic needs, thus allowing them to be more successful at grade level or higher standards.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

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

Data will be collected utilizing iReady diagnostic tests 3 times a year and monthly progress monitoring assessments. These assessments will show the growth the student is making throughout the year and each month. The growth of the students attending AM iReady sessions should be greater than students not receiving extra time within the 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

Students in the Voluntary Pre-K (VPK) Program visit the kindergarten classrooms at the end of the school year to learn about what to expect in kindergarten. During the summer, students entering kindergarten in selected Title I Schools can attend Kinder Camp to help prepare them for success in kindergarten. Schools offer an Open House before school starts and kindergarten teachers are available for individual conferences.

College and Career Readiness

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

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

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

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

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

Data Uploads

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

The following documents were submitted as evidence for this section:

.

Problem Identification Summary

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

Problem Analysis Summary

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

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** All instructional staff will implement research-based best teaching practices, differentiated instruction, and standards-based intervention strategies to increase student achievement in reading, writing, science, and math.

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. All instructional staff will implement research-based best teaching practices, differentiated instruction, and standards-based intervention strategies to increase student achievement in reading, writing, science, and math. **1a**

G074484

Targets Supported **1b**

Indicator	Annual Target
AMO Reading - All Students	72.0
AMO Math - All Students	78.0
FCAT 2.0 Science Proficiency	50.0

Resources Available to Support the Goal **2**

- Three Instructional Coaches, Professional Development, Standards-Based Intervention, Tutorial (small groups), Interventions, Instructional Paraprofessionals, PLCs, Administrative Support, MTSS Team, Grade Level Administrative Meetings, Collaborative Planning, Accelerated Reader Program, ELL Support, Guidance Counselors, Mentors, Common Planning, OPMs, SRI, DRA, PSI, PASI, i-Station, i-Ready, Imagine Learning, and District Curriculum Support Team.

Targeted Barriers to Achieving the Goal **3**

- Teachers lack of knowledge and understanding of how to differentiate instruction and utilize data to drive instruction.

Plan to Monitor Progress Toward G1. **8**

Common Assessments, FSA, FCAT, PASI, PSI, DRAs, i-Ready Reports, i-Station, and Imagine Learning

Person Responsible

Martina Herndon

Schedule

Weekly, from 8/17/2015 to 5/25/2016

Evidence of Completion

Increase in student knowledge of his/her data, discussions with students, interactions, review, and discussion of teacher 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. All instructional staff will implement research-based best teaching practices, differentiated instruction, and standards-based intervention strategies to increase student achievement in reading, writing, science, and math. **1**

 G074484

G1.B1 Teachers lack of knowledge and understanding of how to differentiate instruction and utilize data to drive instruction. **2**

 B194505

G1.B1.S1 Weekly Professional Learning Communities (PLCs) and Professional Developments/ Implement Skill-Based Interventions **4**

 S206055

Strategy Rationale

Action Step 1 **5**

PLCs and Professional Developments

Person Responsible

Michelle Ortiz

Schedule

Weekly, from 8/17/2015 to 5/25/2016

Evidence of Completion

Assessment Data includes OPMs Agendas Learning Logs Handouts

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

Classroom Observations of Implementation of Strategies, Data Discussions, Review with teachers, Instructional Coaches, and Administration

Person Responsible

Martina Herndon

Schedule

Weekly, from 8/17/2015 to 5/25/2016

Evidence of Completion

Student Data, Administration Observation via Walk-throughs, Coaches Walk-Throughs, Agendas, Discussions, and Learning Logs

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

Provide Professional Developments on how to differentiate Instruction, use data to drive instruction, use effective researched-based cooperative learning in instruction, and implement skill-based interventions.

Person Responsible

Schedule

Weekly, from 8/17/2015 to 5/25/2016

Evidence of Completion

Improvement of student data, agendas, Coaches Look-For walk-through forms, intervention spreadsheets

G1.B1.S2 Scheduled Intervention Meetings and Data Meetings 4

S206056

Strategy Rationale

Action Step 1 5

Discuss student data and intervention planning.

Person Responsible

Michelle Ortiz

Schedule

Biweekly, from 8/17/2015 to 5/25/2016

Evidence of Completion

Agendas, Intervention Spreadsheets, OPMs, and Student Data

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

Student data will be collected and analyzed
Instructional materials will be reviewed and monitored for effectiveness

Person Responsible

Martina Herndon

Schedule

Weekly, from 8/17/2015 to 5/25/2016

Evidence of Completion

Student data, Agendas, Learning Logs

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

On-going Progress Monitoring and review of data

Person Responsible

Martina Herndon

Schedule

Weekly, from 8/17/2015 to 5/25/2016

Evidence of Completion

Growth Reports, Discussions

G1.B1.S3 Implementation of Teacher and Student Data Notebooks 4

S206057

Strategy Rationale

Action Step 1 5

Create teacher and student data notebooks with student assessments and student personal goals

Person Responsible

Martina Herndon

Schedule

Biweekly, from 8/17/2015 to 5/25/2016

Evidence of Completion

Data Notebooks

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Monitor the consistency of usage notebooks of teachers and students

Person Responsible

Martina Herndon

Schedule

Biweekly, from 8/17/2015 to 5/25/2016

Evidence of Completion

Classroom Walk-throughs Discussions

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Monitor of effectiveness for the implementation of teacher and student data notebooks through discussions, reviews, and meetings

Person Responsible

Martina Herndon

Schedule

Biweekly, from 8/17/2015 to 5/25/2016

Evidence of Completion

Discussions, meetings, and conferences

G1.B1.S4 Walk-throughs and immediate feedback 4

S206058

Strategy Rationale

Action Step 1 5

Walk-Throughs through iObservation

Person Responsible

Martina Herndon

Schedule

Weekly, from 8/17/2015 to 5/25/2016

Evidence of Completion

iObservation Note-taking

Plan to Monitor Fidelity of Implementation of G1.B1.S4 6

Factual feedback learned through Instructional Rounds
Feedback based on Marzano

Person Responsible

Martina Herndon

Schedule

Weekly, from 8/11/2014 to 5/29/2015

Evidence of Completion

i-Observation Note-taking Discussions

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 7

Change in instructional practices based on feedback
Increase rating in i-Observation

Person Responsible

Martina Herndon

Schedule

Weekly, from 8/11/2014 to 5/29/2015

Evidence of Completion

i-Observation Note-Taking

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	PLCs and Professional Developments	Ortiz, Michelle	8/17/2015	Assessment Data includes OPMs Agendas Learning Logs Handouts	5/25/2016 weekly
G1.B1.S2.A1	Discuss student data and intervention planning.	Ortiz, Michelle	8/17/2015	Agendas, Intervention Spreadsheets, OPMs, and Student Data	5/25/2016 biweekly
G1.B1.S3.A1	Create teacher and student data notebooks with student assessments and student personal goals	Herndon, Martina	8/17/2015	Data Notebooks	5/25/2016 biweekly
G1.B1.S4.A1	Walk-Throughs through iObservation	Herndon, Martina	8/17/2015	iObservation Note-taking	5/25/2016 weekly
G1.MA1	Common Assessments, FSA, FCAT, PASI, PSI, DRAs, i-Ready Reports, i-Station, and Imagine Learning	Herndon, Martina	8/17/2015	Increase in student knowledge of his/her data, discussions with students, interactions, review, and discussion of teacher data	5/25/2016 weekly
G1.B1.S1.MA1	Provide Professional Developments on how to differentiate Instruction, use data to drive instruction, use effective researched-based cooperative learning in instruction, and implement skill-based interventions.		8/17/2015	Improvement of student data, agendas, Coaches Look-For walk-through forms, intervention spreadsheets	5/25/2016 weekly
G1.B1.S1.MA1	Classroom Observations of Implementation of Strategies, Data Discussions, Review with teachers, Instructional Coaches, and Administration	Herndon, Martina	8/17/2015	Student Data, Administration Observation via Walk-throughs, Coaches Walk-Throughs, Agendas, Discussions, and Learning Logs	5/25/2016 weekly
G1.B1.S2.MA1	On-going Progress Monitoring and review of data	Herndon, Martina	8/17/2015	Growth Reports, Discussions	5/25/2016 weekly
G1.B1.S2.MA1	Student data will be collected and analyzed Instructional materials will be reviewed and monitored for effectiveness	Herndon, Martina	8/17/2015	Student data, Agendas, Learning Logs	5/25/2016 weekly
G1.B1.S3.MA1	Monitor of effectiveness for the implementation of teacher and student data notebooks through discussions, reviews, and meetings	Herndon, Martina	8/17/2015	Discussions, meetings, and conferences	5/25/2016 biweekly
G1.B1.S3.MA1	Monitor the consistency of usage notebooks of teachers and students	Herndon, Martina	8/17/2015	Classroom Walk-throughs Discussions	5/25/2016 biweekly
G1.B1.S4.MA1	Change in instructional practices based on feedback Increase rating in i-Observation	Herndon, Martina	8/11/2014	i-Observation Note-Taking	5/29/2015 weekly
G1.B1.S4.MA1	Factual feedback learned through Instructional Rounds Feedback based on Marzano	Herndon, Martina	8/11/2014	i-Observation Note-taking Discussions	5/29/2015 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. All instructional staff will implement research-based best teaching practices, differentiated instruction, and standards-based intervention strategies to increase student achievement in reading, writing, science, and math.

G1.B1 Teachers lack of knowledge and understanding of how to differentiate instruction and utilize data to drive instruction.

G1.B1.S1 Weekly Professional Learning Communities (PLCs) and Professional Developments/
Implement Skill-Based Interventions

PD Opportunity 1

PLCs and Professional Developments

Facilitator

Instructional Coaches and District Curriculum Team

Participants

All Instructional Staff

Schedule

Weekly, from 8/17/2015 to 5/25/2016

G1.B1.S2 Scheduled Intervention Meetings and Data Meetings

PD Opportunity 1

Discuss student data and intervention planning.

Facilitator

Instructional Coaches

Participants

Instructional Staff Administration

Schedule

Biweekly, from 8/17/2015 to 5/25/2016

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	PLCs and Professional Developments				\$0.00
Function	Object	Budget Focus	Funding Source	FTE	2015-16	
	120-Classroom Teachers	0811 - Wicklow Elementary School	School Improvement Funds		\$0.00	
<i>Notes: PLCs, Book Studies, and PDs</i>						
2	G1.B1.S2.A1	Discuss student data and intervention planning.				\$0.00
3	G1.B1.S3.A1	Create teacher and student data notebooks with student assessments and student personal goals				\$0.00
4	G1.B1.S4.A1	Walk-Throughs through iObservation				\$0.00
Total:					\$0.00	