

Polk County Public Schools

Valleyview Elementary School



2015-16 School Improvement Plan

Valleyview Elementary School

2900 STATE RD 540A E, Lakeland, FL 33813

<http://schools.polk-fl.net/valleyview>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	No	42%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	40%

School Grades History

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

**Preliminary Informational Baseline School Grade*

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

School Board Approval

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2015-16 DA Category and Statuses

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

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Valleyview Elementary is to create a caring environment in which students, parents, faculty, staff, and administration eagerly combine their knowledge, abilities, and resources toward enhancing self-confidence, promoting critical and cognitive thinking, developing healthy minds and bodies, and creating independent, life-long learners who have respect for themselves, others, and the world around them.

Provide the school's vision statement

To provide a high quality education for all students.

School Environment

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

Valleyview staff works closely with our social worker to obtain background information on families and work on strategies for helping families better support their students. Additionally, we work with the staff at Parker Street Ministries and Lighthouse Ministries, located in our downtown zone, to provide after-school support for academics and social needs. The principal along with instructional and support staff make home visits to our families in need of extra support in order to help their children be successful in school. Finally, we hold several parent nights throughout the year (ex - FSA Information, Analytical/Evidence-Based Writing, Florida Standards, Technology Resource). These strategies empower us with the knowledge we need to best serve each child.

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

Valleyview uses Positive Behavior Support (PBS) as our behavior management program. Students are rewarded for good behavior and citizenship. Teachers spend the first 5 days of school directly teaching lessons on bullying. These lessons include how to identify bullying, how to deal with bullying, what you do if you witness bullying, along with other topics. Administration maintains a bullying box where students can place complaints/concerns regarding their safety. Administration also monitors the online reporting of bullying for our school. The school has a leadership team in place that reviews discipline records/trends monthly and works to problem solve any issues that are occurring.

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

Positive Behavior System/Character Building (PBS) is utilized as the behavior management system K-5th grade. Teachers spend the first week of school explicitly teaching routines, procedures, and rules. They are required to turn in lesson plans verifying that these items were taught. Additionally, each teacher is required to have a classroom management system which incorporates "Fun Fridays" and other motivating rewards that reinforce positive behavior. Each grade level team has a representative on the PBS/Character Building team. Discipline and safety issues/trends are discussed with each team by their representative and strategies are taught. When necessary,

administration provides professional development for staff in dealing with reoccurring problem areas. During the 2015-2016 school year, enhanced character building programs are being implemented such as the Gentleman's Institute and professional development is slated for pre-planning at Sun-N-Fun. The Gentleman's Institute utilizes African-American male mentors from the community that come to Valleyview once a week and meet with twenty fourth and fifth grade boys to mentor them on life skills. This program is currently at George Jenkins High School and will run through the end of the semester here at Valleyview.

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

Valleyview utilizes the guidance counselor to counsel students and families in need of assistance. We also work with our social worker, school psychologist and guidance counselor to obtain services and resources for families in need of assistance. We collaborate with Peace River Mental Health Services to provide individual and group counseling for our students in greatest need of support. Additionally, Valleyview is implementing "The Gentleman's Institute" for character building among our male students. We are also teaching character education that reflects Valleyview's core values to all our elementary students both in the classroom and using our daily Valleyview news show.

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

Valleyview uses the following indicators to identify students in need of extra support and services:

1. Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension - Early Warning System (EWS) reports, which are discussed at our monthly leadership meetings.
2. One or more suspensions, whether in school or out of school - Early Warning System (EWS) reports, which are discussed at our monthly leadership meetings
3. Course failure in English Language Arts or mathematics - Teacher data chats and Grade Recovery when needed, however teachers are working hard to ensure that students who are "at risk" are provided additional support, remediation, and time to retest.
4. A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics - Not Applicable (scores are unavailable at this time)

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	10	6	4	9	6	22	57
One or more suspensions	0	0	0	0	0	3	3
Course failure in ELA or Math	5	5	9	21	8	13	61
Level 1 on statewide assessment	0	0	0	1	11	18	30

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

Indicator	Grade Level			Total
	K	3	5	
Students exhibiting two or more indicators	1	3	5	9

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

For students exhibiting 2 or more early warning indicators we utilize the following strategies:

1. 30 minutes of MTSS
2. Home visits with administration and support personnel such as social worker, guidance counselor, and ESE teachers to provide support and services to families
3. Terminal operator and social worker closely monitor attendance and work with families to get students to school everyday
4. Social worker runs a weekly "Why try?" group for EWS students
5. Students are provided opportunities for grade recovery
6. Teachers will not give a percentage lower than a 59% after remediation has been provided.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

Valleyview collaborates with the School Advisory Council as well as PTA to communicate our mission and vision. We work with these groups to provide resources and services that support our teachers, students, and families in obtaining our mission and vision. We utilize Parent Portal, interim reports, report cards, student agendas, and parent teacher conferences (either face-to-face, via telephone, or via email) to keep parents informed of their child's progress. Additionally we utilize Connect-Ed, Valleyview website, Valleyview newsletter, and Valleyview PTA Facebook page to keep parents informed of school events, initiatives, and needs. Additionally, we will implement a character education program to increase positive correspondence between the teacher and the parent. There is also a daily student news show that keeps students connected to current school events.

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

We partner with our PTA and SAC committee to recruit business partners. The PBS team at Valleyview helped to create and implement the Gentleman's Institute which required them to solicit local businesses for needed services and supplies.

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
Wellman, Ann	Principal
Baldwin, Kendessa	Teacher, K-12
Grady, Tammy	Teacher, K-12
Hadley, Jessica	Teacher, K-12
Stuart, Suzanne	Teacher, K-12

Duties

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

The members of the leadership team are responsible for bringing issues and concerns from their grade level team to the leadership team for problem solving, reviewing and revising school-wide expectations for teachers and students, planning professional development, reviewing and revising the school's model for instruction, and sharing all information with their grade level team. The leadership team works collaboratively to review and monitor the data continuously in order to make suggestions to improve student achievement.

The members are also responsible for representing their grade level team and students by voting on issues, ideas, and revisions to school plans and procedures.

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

The leadership team uses academic and behavioral student data to drive all decision making. Resources are aligned with our greatest areas of need. The team meets monthly to review the allocation of resources and assess needs. Adjustments are made as needed based to support our greatest areas of need for our students. A budget review is conducted by administration to ensure that adequate funds are available, which is conducted through district budget allocations as well as an administrative school-wide fundraiser.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Audrey McDowell	Business/Community
Denise Shaw	Parent
Nikki Hayde	Parent
Ann Wellman	Principal
Dana Bright	Parent
Gina Viscito	Parent
Diamond Jones	Parent
Queena Powell	Parent
Arnaldo Cabral	Parent
Daiseyann Carrero	Parent
Amy Granger	Parent
Vivian Wallace	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

SAC reviewed the school improvement plan, made suggestions for areas they felt need revision, and voted on approving the school improvement plan.

Development of this school improvement plan

Achievement data was reviewed with SAC. The committee discussed the data and strategies for improving our areas of weakness.

Preparation of the school's annual budget and plan

The principal prepares the annual budget and presents the budget to SAC. SAC makes recommendations for revision and votes on the final budget. Additionally, SAC votes on the use of school recognition funds and makes suggestions such as using old lottery fund budget to pay the salary of the ten month secretary for an additional month for adequate office coverage.

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

Purchased supplemental materials for english/language arts and math to provide ample practice in critical thinking and writing skills necessary to master state standards: \$10,589.51

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
Wellman, Ann	Principal
Baldwin, Kendessa	Teacher, K-12
Grady, Tammy	Teacher, K-12
Hadley, Jessica	Teacher, K-12
Rogers, Jennafer	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

The LLT will look at school-wide assessment data (FAIR, weekly assessments, FSA, FLCKRS, district writing assessments, AR/Star reports) and student evidence in order to see how the results impact student achievement and how best to modify our instruction. Additionally, the LLT will look at the curriculum maps and test item specs (content limits) to ensure standards-based instruction.

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

Teachers are provided with a common planning time each day. Valleyview has acquired an academic coach this year who will meet with each grade level for planning purposes once a week and additionally as needed. Faculty meetings are held once a week to provide ample opportunity after school for collaborative planning. We departmentalize in grades 3-5 allowing small groups of teachers to participate in focused planning sessions and/or PLC's.

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

We provide a year long new teacher program that covers a variety of topics including but not limited to FEAPs, ethics, Florida Standards, parent involvement, PBS and discipline, and instructional strategies. We also assign each new teacher a mentor teacher to assist them in planning and provide coaching. Additionally, we work to recruit candidates from the community due to the teacher shortage.

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

Each new teacher (new to profession or new to elementary) is provided a mentor teacher on their grade level. The mentor teacher is a teacher that is strong in academics and classroom management as evidenced by her/his annual review and shows an interest in working with a new teacher. The mentor teacher meets with the new teacher weekly to review plans, discuss concerns, and provide advice. The assistant principal also provides monthly materials and topics for mentor teachers to review with new teachers. The academic coach will also provide additional support as needed.

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

Valleyview uses district mandated curriculum maps and materials which are aligned to the Florida Standards. Valleyview teachers participate in professional development to review the vertical alignment of the new 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

Teachers collect data on proficiency through FAIR, IBTP progress monitoring assessments, weekly class assessments, Tier 2 and Tier 3 bi-weekly assessments, FCAT, and FSA. This data is used to drive instructional strategies, grouping, and planning. Students identified as performing below grade level proficiency begin the Tier 2 or Tier 3 MTSS process. These students receive 30 minutes of intensive remediation daily in addition to guided group sessions within the language arts and math blocks. If necessary, those students are referred for additional testing. The MTSS review team monitors students progress and develops plans to provide proper support for the students. Additionally, when the data indicates that a student needs support in achieving an advanced level on state assessments we provide opportunities for them to participate in our gifted program as well as our accelerated academy.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Summer Program

Minutes added to school year: 165

K-3rd grade students performing below grade-level in reading participated in a district organized summer learning program.

Strategy Rationale

Additional time working on reading skills will strengthen their ability to read and therefore help them to be more successful during the school year

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Wellman, Ann, ann.wellman@polk-fl.net

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

Student portfolios

Student performance the following school year will be analyzed to measure effectiveness

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

Valleyview provides a registration day/night for all Pre-K students transitioning to Kindergarten. Valleyview provides an evening each spring for 5th grade parents and students to attend an informational program conducted by our feeder middle school. Our ESE staff works with parents and teachers to create transitional IEPs for PreK-Kindergarten and 5th-6th transitions. Our PTA provides a new parent orientation the week before school starts.

College and Career Readiness

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

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

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

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

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

Data Uploads

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

The following documents were submitted as evidence for this section:

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Problem Identification Summary

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

Problem Analysis Summary

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

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Through the use of collaborative planning with our instructional coach and administration, teachers will incorporate the following high yield strategies in the content areas of English Language Arts, Mathematics and Science to increase overall student proficiency in those areas: graphic organizers, analytical writing, HOT questions, and formative assessments

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. Through the use of collaborative planning with our instructional coach and administration, teachers will incorporate the following high yield strategies in the content areas of English Language Arts, Mathematics and Science to increase overall student proficiency in those areas: graphic organizers, analytical writing, HOT questions, and formative assessments **1a**

G074496

Targets Supported **1b**

Indicator	Annual Target
AMO Reading - All Students	
Math Lowest 25% Gains	47.0
Math Gains	63.0

Resources Available to Support the Goal **2**

- Inclusion teachers: 2 highly qualified teachers acting as a resource to all teachers K-5 in supporting the needs of our ESE students.
- Alpha teachers: 2 highly qualified teachers acting as a resource to all gifted students K-5 in supporting their specific needs while providing standards aligned extended thinking, enrichment, and performance tasks.
- Departmentalization 3rd-5th: teachers in the tested grade levels are able to focus on 2 subjects instead of 4 subjects-this allows more time for unpacking standards, reviewing content limits, and researching best practices for their discipline of study.
- Weekly collaborative planning with administration and/or Academic Coach: provides teachers with guidance in implementing the new Florida Standards through discussion of the standards and content limits. Best practices for implementing the standards are presented and discussed.
- Guidance Counselor and Social Worker: 2 highly qualified professionals helping to build relationships between families of our fragile learners and teachers.

Targeted Barriers to Achieving the Goal **3**

- Teacher capacity for effectively differentiating instruction to meet low performing and high performing students' needs within small groups.
- Teacher capacity for planning writing instruction that is relevant to the standards.

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

FAIR, District Writing Progress Monitoring, and Florida Standards Assessment data will be reviewed to monitor student growth and teacher observation/evaluation data to monitor teachers' growth

Person Responsible

Ann Wellman

Schedule

Quarterly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Student progress monitoring data will be reviewed quarterly by the leadership team to ensure students are making gains in reading and math. If no evidence exists that gains are being made adjustments to instruction will be made. Teacher evaluation data will be monitored quarterly by administration to ensure teachers are implementing the high effect strategies taught, reviewed, and recommended during weekly planning sessions. Student writing samples as well as interactive student notebooks.

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. Through the use of collaborative planning with our instructional coach and administration, teachers will incorporate the following high yield strategies in the content areas of English Language Arts, Mathematics and Science to increase overall student proficiency in those areas: graphic organizers, analytical writing, HOT questions, and formative assessments **1**

 G074496

G1.B1 Teacher capacity for effectively differentiating instruction to meet low performing and high performing students' needs within small groups. **2**

 B194557

G1.B1.S1 Weekly planning with administration and Instructional Coach **4**

 S206111

Strategy Rationale

Through guided planning sessions, teachers capacity will be increased for appropriate instructional activities that meet the needs of multiple types of learners.

Action Step 1 **5**

Develop a master schedule with a common time for Tier 2 and Tier 3 instruction for grades K-5.

Person Responsible

Jennafer Rogers

Schedule

On 6/9/2016

Evidence of Completion

Master Schedule

Action Step 2 5

A weekly collaborative planning schedule for all grade levels and administration must be developed.

Person Responsible

Jennafer Rogers

Schedule

On 6/9/2016

Evidence of Completion

Weekly schedule

Action Step 3 5

The new Florida Standards along with specific instructional practices must be unpacked.

Person Responsible

Jennafer Rogers

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

A chart of all unpacked standards

Action Step 4 5

Meet with teachers every week in order to provide assistance in creating rigorous, relevant instruction of the standards.

Person Responsible

Jennafer Rogers

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Weekly lesson plans

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

Checks of lesson plans as well as observations to monitor fidelity the implementation of planned instruction

Person Responsible

Jennafer Rogers

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Teachers will receive weekly feedback regarding their lesson plans as well as observational feedback through Journey

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

Progress monitoring of student growth

Person Responsible

Ann Wellman

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Progress monitoring data (FAIR, writing progress monitoring, Tier 2/3 assessments, weekly summative assessments) will be reviewed for evidence of student progress.

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

Administrative walk-throughs and observations

Person Responsible

Ann Wellman

Schedule

Daily, from 8/24/2015 to 6/9/2016

Evidence of Completion

Documentation in Journey that administration has observed teachers differentiating instruction, maintaining data notebooks, and demonstrating flexibility and responsiveness to student needs

G1.B1.S2 Monthly MTSS Meetings with Guidance Counselor 4

S206112

Strategy Rationale

Monthly monitoring/ discussions about strategies being implemented will increase teacher knowledge of effective ways to meet diverse student needs.

Action Step 1 5

Person Responsible

Schedule

Evidence of Completion

Action Step 2 5

Person Responsible

Schedule

Evidence of Completion

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

Person Responsible

Schedule

Evidence of Completion

G1.B2 Teacher capacity for planning writing instruction that is relevant to the standards. 2

 B194558

G1.B2.S1 Weekly planning with administration and/or Coach 4

 S206113

Strategy Rationale

Through guided planning sessions, teacher capacity will be increased for appropriate instructional activities that meet the needs of multiple types of learners using resources identified in Reading Wonders, GoMath and Science maps.

Action Step 1 5

A weekly collaborative planning schedule for all grade levels and administration must be developed.

Person Responsible

Jennafer Rogers

Schedule

On 6/9/2016

Evidence of Completion

Weekly schedule

Action Step 2 5

The new Florida Standards along with specific instructional practices must be unpacked.

Person Responsible

Jennafer Rogers

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

A chart of all unpacked standards

Action Step 3 5

Meet with teachers every week in order to provide assistance in creating rigorous, relevant instruction of the standards.

Person Responsible

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Weekly lesson plans

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

Checks of lesson plans as well as observations to monitor fidelity the implementation of planned instruction

Person Responsible

Jennafer Rogers

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Teachers will receive feedback regarding their lesson plans as well as observational feedback through Journey

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

Administrative walk-throughs and observations

Person Responsible

Ann Wellman


Schedule

Daily, from 8/24/2015 to 6/9/2016

Evidence of Completion

Documentation in Journey that administration has observed teachers differentiating instruction, maintaining data notebooks, and demonstrating flexibility and responsiveness to student needs

G1.B2.S2 Professional development in analytical writing with teacher-student conferencing for all content areas. 4

 S206114

Strategy Rationale

Building knowledge on using analytical writing in all subject areas will assist teachers in preparing students to think critically and apply knowledge as required by state standards.

Action Step 1 5

Professional development will be provided for all teachers K-5 in the area of analytical writing and using analytical writing across all content areas.

Person Responsible

Ann Wellman

Schedule

On 10/14/2015

Evidence of Completion

Weekly lesson plans and teacher observations

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Administration will review lesson plans and conduct teacher observations.

Person Responsible

Ann Wellman

Schedule

Weekly, from 10/14/2015 to 6/9/2016

Evidence of Completion

Weekly lesson plans, student work samples and interactive journals, administrators observations of teachers teaching and implementing analytical writing in the classroom.

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

FAIR, District Writing Progress Monitoring, and Florida Standards Assessment data will be reviewed to monitor student growth and teacher observation/evaluation data to monitor teachers' growth

Person Responsible

Ann Wellman

Schedule

Weekly, from 10/14/2015 to 6/9/2016

Evidence of Completion

Documentation in Journey that administration has observed teachers using analytical writing. Up-to-date interactive student notebooks and student writing samples.

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	Develop a master schedule with a common time for Tier 2 and Tier 3 instruction for grades K-5.	Rogers, Jennafer	8/24/2015	Master Schedule	6/9/2016 one-time
G1.B1.S2.A1	[no content entered]			one-time	
G1.B2.S1.A1	A weekly collaborative planning schedule for all grade levels and administration must be developed.	Rogers, Jennafer	8/24/2015	Weekly schedule	6/9/2016 one-time
G1.B2.S2.A1	Professional development will be provided for all teachers K-5 in the area of analytical writing and using analytical writing across all content areas.	Wellman, Ann	10/14/2015	Weekly lesson plans and teacher observations	10/14/2015 one-time
G1.B1.S1.A2	A weekly collaborative planning schedule for all grade levels and administration must be developed.	Rogers, Jennafer	8/24/2015	Weekly schedule	6/9/2016 one-time
G1.B1.S2.A2	[no content entered]			one-time	
G1.B2.S1.A2	The new Florida Standards along with specific instructional practices must be unpacked.	Rogers, Jennafer	8/24/2015	A chart of all unpacked standards	6/9/2016 weekly
G1.B1.S1.A3	The new Florida Standards along with specific instructional practices must be unpacked.	Rogers, Jennafer	8/24/2015	A chart of all unpacked standards	6/9/2016 weekly
G1.B2.S1.A3	Meet with teachers every week in order to provide assistance in creating rigorous, relevant instruction of the standards.		8/24/2015	Weekly lesson plans	6/9/2016 weekly
G1.B1.S1.A4	Meet with teachers every week in order to provide assistance in creating rigorous, relevant instruction of the standards.	Rogers, Jennafer	8/24/2015	Weekly lesson plans	6/9/2016 weekly
G1.MA1	FAIR, District Writing Progress Monitoring, and Florida Standards Assessment data will be reviewed to	Wellman, Ann	8/24/2015	Student progress monitoring data will be reviewed quarterly by the leadership team to ensure students are making	6/9/2016 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	monitor student growth and teacher observation/evaluation data to monitor teachers' growth			gains in reading and math. If no evidence exists that gains are being made adjustments to instruction will be made. Teacher evaluation data will be monitored quarterly by administration to ensure teachers are implementing the high effect strategies taught, reviewed, and recommended during weekly planning sessions. Student writing samples as well as interactive student notebooks.	
G1.B1.S1.MA1	Progress monitoring of student growth	Wellman, Ann	8/24/2015	Progress monitoring data (FAIR, writing progress monitoring, Tier 2/3 assessments, weekly summative assessments) will be reviewed for evidence of student progress.	6/9/2016 monthly
G1.B1.S1.MA3	Administrative walk-throughs and observations	Wellman, Ann	8/24/2015	Documentation in Journey that administration has observed teachers differentiating instruction, maintaining data notebooks, and demonstrating flexibility and responsiveness to student needs	6/9/2016 daily
G1.B1.S1.MA1	Checks of lesson plans as well as observations to monitor fidelity the implementation of planned instruction	Rogers, Jennafer	8/24/2015	Teachers will receive weekly feedback regarding their lesson plans as well as observational feedback through Journey	6/9/2016 monthly
G1.B2.S1.MA1	Administrative walk-throughs and observations	Wellman, Ann	8/24/2015	Documentation in Journey that administration has observed teachers differentiating instruction, maintaining data notebooks, and demonstrating flexibility and responsiveness to student needs	6/9/2016 daily
G1.B2.S1.MA1	Checks of lesson plans as well as observations to monitor fidelity the implementation of planned instruction	Rogers, Jennafer	8/24/2015	Teachers will receive feedback regarding their lesson plans as well as observational feedback through Journey	6/9/2016 monthly
G1.B1.S2.MA1	[no content entered]			one-time	
G1.B2.S2.MA1	FAIR, District Writing Progress Monitoring, and Florida Standards Assessment data will be reviewed to monitor student growth and teacher observation/evaluation data to monitor teachers' growth	Wellman, Ann	10/14/2015	Documentation in Journey that administration has observed teachers using analytical writing. Up-to-date interactive student notebooks and student writing samples.	6/9/2016 weekly
G1.B2.S2.MA1	Administration will review lesson plans and conduct teacher observations.	Wellman, Ann	10/14/2015	Weekly lesson plans, student work samples and interactive journals, administrators observations of teachers teaching and implementing analytical writing in the classroom.	6/9/2016 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. Through the use of collaborative planning with our instructional coach and administration, teachers will incorporate the following high yield strategies in the content areas of English Language Arts, Mathematics and Science to increase overall student proficiency in those areas: graphic organizers, analytical writing, HOT questions, and formative assessments

G1.B2 Teacher capacity for planning writing instruction that is relevant to the standards.

G1.B2.S2 Professional development in analytical writing with teacher-student conferencing for all content areas.

PD Opportunity 1

Professional development will be provided for all teachers K-5 in the area of analytical writing and using analytical writing across all content areas.

Facilitator

Ann Wellman/Jennafer Rogers/Diane Plowden

Participants

All teachers K-5

Schedule

On 10/14/2015

Technical Assistance Items

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

G1. Through the use of collaborative planning with our instructional coach and administration, teachers will incorporate the following high yield strategies in the content areas of English Language Arts, Mathematics and Science to increase overall student proficiency in those areas: graphic organizers, analytical writing, HOT questions, and formative assessments

G1.B1 Teacher capacity for effectively differentiating instruction to meet low performing and high performing students' needs within small groups.

G1.B1.S1 Weekly planning with administration and Instructional Coach

PD Opportunity 1

A weekly collaborative planning schedule for all grade levels and administration must be developed.

Facilitator

Caitlin Ivol/Jennafer Rogers

Participants

All teachers K-5th grade

Schedule

On 6/9/2016

PD Opportunity 2

Meet with teachers every week in order to provide assistance in creating rigorous, relevant instruction of the standards.

Facilitator

Ann Wellman/ Jennafer Rogers/Caitlin Ivol

Participants

All teachers K-5th

Schedule

Weekly, from 8/24/2015 to 6/9/2016

G1.B2 Teacher capacity for planning writing instruction that is relevant to the standards.

G1.B2.S1 Weekly planning with administration and/or Coach

PD Opportunity 1

A weekly collaborative planning schedule for all grade levels and administration must be developed.

Facilitator

Ann Wellman/ Jennafer Rogers / Caitlin Ivoll

Participants

All teachers K-5th grade

Schedule

On 6/9/2016

PD Opportunity 2

Meet with teachers every week in order to provide assistance in creating rigorous, relevant instruction of the standards.

Facilitator

Ann Wellman/ Jennafer Rogers/Caitlin Ivoll

Participants

All teachers K-5th

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Budget

Budget Data			
1	G1.B1.S1.A1	Develop a master schedule with a common time for Tier 2 and Tier 3 instruction for grades K-5.	\$0.00
2	G1.B1.S1.A2	A weekly collaborative planning schedule for all grade levels and administration must be developed.	\$0.00
3	G1.B1.S1.A3	The new Florida Standards along with specific instructional practices must be unpacked.	\$0.00
4	G1.B1.S1.A4	Meet with teachers every week in order to provide assistance in creating rigorous, relevant instruction of the standards.	\$0.00
5	G1.B1.S2.A1		\$0.00
6	G1.B1.S2.A2		\$0.00

Budget Data

7	G1.B2.S1.A1	A weekly collaborative planning schedule for all grade levels and administration must be developed.	\$0.00
8	G1.B2.S1.A2	The new Florida Standards along with specific instructional practices must be unpacked.	\$0.00
9	G1.B2.S1.A3	Meet with teachers every week in order to provide assistance in creating rigorous, relevant instruction of the standards.	\$0.00
10	G1.B2.S2.A1	Professional development will be provided for all teachers K-5 in the area of analytical writing and using analytical writing across all content areas.	\$0.00
Total:			\$0.00