

Lake Wales Charter Schools

Janie Howard Wilson School



2015-16 School Improvement Plan

Janie Howard Wilson School

306 FLORIDA AVE, Lake Wales, FL 33853

<http://lwcharterschools.com/janiehoward>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	0%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	Yes	0%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	D	C	B	A

School Board Approval

This plan is pending approval by the Lake Wales 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

Our mission is to provide a safe and caring environment where all students can be prepared both socially and academically for our future society. Learning for all, whatever it takes!

Provide the school's vision statement

Janie Howard Wilson's (JHW) vision is to provide a happy, caring, and stimulating environment where children can achieve their fullest potential. The JHW staff works together to provide a safe, nurturing learning environment that fosters curiosity, inquiry, and appreciation for life-long learning. We collectively work in partnership with parents, community, and all stakeholders to educate our students and prepare them to be productive citizens in the world of work. Learning for all: Whatever it takes!

School Environment

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

Janie Howard Wilson Elementary has a very diverse school population. We learn about students' cultures through parent information and family interaction. JHW's staff demographic makeup reflects our commitment to making sure our students have diverse cultural role models. We emphasize building relationships with students and families. At the beginning of the year, we send postcards and make positive phone calls to parents of our students. We conduct conference days and other opportunities for parents to meet with their child's teacher several times throughout the school year. In addition, we are constantly recruiting mentors to build additional relationships with our students. We have collaborated with a local church and family literacy council to conduct outreach family nights at least five times during the year. In addition, we conduct family outreach nights where the staff goes to various communities where students live and provide fun activities for interaction and building relationships.

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

Janie Howard Wilson provides a safe and orderly environment during and after school hours. Supervision is provided by various staff members throughout the campus. We have developed supervision points, maps, and procedures to monitor safety. We focus monthly on character development with our students and staff in order to build a respectful school culture. We also have locations around school campus where students can anonymously report incidents which will then be followed up by a member of the leadership team.

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

The school wide behavior system used at Janie Howard Wilson is the Positive Behavior Support System (PBS). This system clearly defines three school wide expectations of our students which are: Being Respectful, Being Responsible, and Being Safe. Our staff is trained annually on the procedures

to follow using our PBS system. All staff is also trained on reporting disciplinary incidents through using Request for Parental Support (RPS) and our office referral procedures.

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

We have a student support coordinator, school social worker, and school psychologist who conduct routine visits in the classroom, with parents/students, and to the home. All of these personnel are available to provide counseling and mentoring with students. We also team up with local agencies to help our students and families in need.

Another resource we utilize from the community is recruiting mentors for our students. We provide a training to all mentors before contact with children occurs.

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

Our attendance is checked weekly along with our bi-weekly progress reports. Parents are notified of attendance issues and conferences with administration are requested. Home visits are made by the administrative team if found necessary.

Students who receive one or more suspensions have their parents contacted for a parental support conference. At that conference, a behavior plan is developed for the child and plan is reviewed by parent/leadership team.

Students who are struggling (failing) or scoring a Level 1 on standardized testing in English Language Arts or Mathematics are placed in our extra support groups and will receive extra support in reading and math weekly. These students are also targeted for our after school tutoring. They are also placed if necessary in Multi-Tiered Support System (MTSS).

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	29	22	14	15	8	15	103
One or more suspensions	5	7	4	11	9	19	55
Course failure in ELA or Math	15	7	13	11	9	11	66
Level 1 on statewide assessment	0	0	0	0	0	0	

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	7	5	5	7	4	9	37

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

Janie Howard Wilson provides different types of intervention strategies. We use daily intervention strategies during our extra hour of reading(power hour) for those struggling academically using a program called Reading Street. We also use small group direct instruction during our extra hour of reading for those struggling students to receive an extra dose of reading.

Students who are struggling in math also receive additional instructional supports. Our math coach enters classrooms These students will be pulled for small group math interventions twice a week to accommodate their instructional needs. We also ability group to help students who are struggling thus allowing for a smaller class size and more direct instruction.

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/55755>.

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

We would like to increase parent involvement at Janie Howard Wilson by providing multiple opportunities for parents to access JHW teachers and staff. Staff members will work closely with SAC and PTO volunteers to create engaging educational programs and activities for students and their families. We are teaming up with local agencies to provide family nights. In addition, our school is the site of our local Family Literacy Academy which services many of our families. This agency provides families with the opportunity to receive their GED, financial literacy, student tutoring, and parenting classes. We will conduct community outreach nights in our local neighborhoods to help support the school to home connection.

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
Jones, Barbara	Principal
Barnhardt, April	Assistant Principal
MacDonald, Stephanie	Instructional Coach
Garrett, Molly	Instructional Coach
Chapper, Kharon	Administrative Support
Schlenker, Herbert	Instructional Technology
Kieffer, Kim	Instructional Coach
Martinez, Epifania	Instructional Coach

Duties

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

The leadership team consists of the principal, assistant principal, literacy specialist, science specialist, math specialist, ESE teacher, network manager, and the school counselor. The leadership team will assess the school's needs, establish goals and priorities for academics and provide professional development opportunities to meet these goals. The leadership team will meet with grade levels and staff weekly to discuss progress towards goals and create an action plan for reaching goals on student progression.

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

As a result of data collection from MAPS, FSA testing, and formative assessments, Janie Howard Wilson has developed school-wide targets and supports for academic and social behaviors at the Tier 1 level. All students receive 120 minutes of reading instruction and 60 minutes of math instruction, as well as science and writing instruction. School-wide Positive Behavior Supports are our Tier 1 core instruction. Tier 2 interventions for academics are delivered through evidence-based small group instruction within the classroom (we are adding an additional 120 minutes weekly) Check-in/Check-out procedures and small group/individual social skills instruction are used as Tier 2 interventions for behavioral support. Tier 3 interventions are based on the academic and behavior needs of the student and include specialized individual instruction targeting on specific skills. The Problem Solving team meets, at a minimum of once a month, to review data and goals/objectives. The Leadership Team meets with grade levels weekly for planning and the sharing information.

All federal, state, and local funds, services, and programs will be integrated in the school in various ways.

- Salaries for academic support personnel such as reading, science, math resource teachers and academic support paraprofessionals
- Purchase instructional materials to support reading, science, writing, and math instruction.
- Purchase instructional materials to assist with small group intensive instruction for struggling students.
- Provide instructional materials and supplies for after school tutorial programs
- Provide resources for professional development
- Provide access to progress monitoring technology that enable teachers to dis-aggregate progress-monitoring data and communicate this information to students and parents. This data will also assist teachers with making data driven instructional decisions to address student skill mastery.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Nathan Andrews	Business/Community
Barbara Jones	Principal
April Barnhardt	Principal
Angela Heyward	Education Support Employee
Stephanie McDonald	Teacher
Wayne Timper	Teacher
Sarah Caraway	Business/Community
Molly Garrett	Teacher
Donna Pearce	Business/Community
Courtney Childers	Parent
David Young	Parent
Danetta Powell	Parent
Takila McBurrows	Parent
Johanna Figueroa	Parent
Maria Morales	Parent
Nora Munoz	Student
Brenda Nguyen	Parent
Nona Sosa	Parent
Bert Goddard	Business/Community

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

Each year the SAC reviews, edits, and approves the School Improvement Plan. On October 8, 2015 our SAC committee was presented the School Improvement Plan, and our leadership team explained our goals, barriers, strategies for the school year. The SAC recommended changes and gave a final approving vote on the plan. Minutes from this SAC meeting are kept on file with the school's Title I facilitator.

Development of this school improvement plan

SAC is involved in helping to target academic goals, parental involvement goals, and other targets for the school year. The SAC approves the final product of the SIP and revisits the plan throughout the year to make sure focus is still on the selected goals. Janie Howard Wilson's SAC will be meeting on October 8, 2015 to review the SAC for approval.

Preparation of the school's annual budget and plan

SAC is involved in budget through discussions and fiscal management meetings. The administration communicates goals for our budget and federal program allocations. Our SAC committee decides on

spending 1% of our Title I allocation. This allocation is spent on school/student needs. They are also informed about many of other federal and local grants for school improvement.

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

The school improvement funds will be used to help increase community stakeholder relationships. There is also money allocated to help reach our targeted goals in reading, math, science. SEE BUDGET WORKSHEET IN ATTACHMENTS.

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
Jones, Barbara	Principal
Barnhardt, April	Assistant Principal
MacDonald, Stephanie	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The major initiatives:

- * Provide staff input and support for the Implementation of Florida Standards
- * Provide extra intervention and progress monitoring for targeted students struggling in literacy (120 minutes weekly K-2 and 90 minutes weekly for 3-5). We are providing after school tutoring for targeted students 180 minutes weekly.
- * Provide an additional hour of researched based reading instruction. (This additional hour of instruction is on the students instructional level. Our reading resource teacher provides monthly training for teachers on these strategies.)
- * Support and evaluate the effectiveness of the school's literacy curriculum, analyze assessment data to establish needs, and form professional learning communities.
- * Implementation of reading programs based on student needs.

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

JHW conducts weekly grade level meetings in which lesson planning, standards, progress monitoring, and instructional strategies are discussed. One of these meetings monthly, is dedicated to professional development opportunities led by our resource teachers. Using the Marzano evaluation system, our teachers are required to collaborate with other teachers through conferencing, peer-observation, and self-assessment.

We also conduct weekly all staff meeting to discuss school wide initiatives, procedures, and policies.

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

1. Encourage teachers to work with interns from local colleges: Principal, Assistant Principal, Reading Resource Teacher, Other Teachers at School
2. Increased technology in classrooms: Technology Committee, Principal, Assistant Principal, Other teachers who are proficient in technology.
3. Implementing positive programs and updated research based materials: All Staff
4. Provide support for staff through professional development.
5. Provide support in finding local agencies to assist in transitioning to our community.

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

Our charter system has a TIPS training for new teachers where they meet once a month. Janie Howard Wilson provides each new teacher a mentor teacher which they meet with on a weekly basis, and our new teachers are required to attend monthly PLCs.

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

Janie Howard Wilson implements the Florida Standards with fidelity. We utilize research based instructional curricula that is aligned with the Florida Standards. Each teacher has been given a curriculum map to guide instruction using Florida Standards throughout the year. The implementation curricula is monitored through review of lesson plans, walk through, informal/formal classroom observations, and monitoring by our leadership team.

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

Janie Howard Wilson uses progress monitoring data to drive our instruction. Throughout the school year we use Measure of Academic Progress (MAPS) assessment, Florida Assessment for Instruction in Reading (FAIR), and formative assessments to determine the best instructional plan for our students. Once our data is analyzed we ability group our students based on their performance level. The students are grouped based on their instructional level for all subjects and taught accordingly. Students who are having difficulty in Tier I curriculum are targeted for classroom small group differentiated intervention (Tier 2).

To differentiate for all students, we are using an extra hour of reading instruction to provide remediation as well as enrichment.

We are also providing a STEM program for our highest achieving students.

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: 10,800

Kindergarten through fifth grade levels participate in a 90 minute ELA Block daily. To supplement this ELA Block, an additional hour of reading instruction has been implemented. During this extra hour of instruction, students will be taught on their instructional level using researched based strategies.

To provide additional support we are placing three reading coaches to co-teach during the ELA block for grades 3-5 for a total of nine hours per week. One of the coaches will also implement tier 3 reading instruction.

Strategy Rationale

Based on our student demographics, economic, and achievement needs, we recognized the reading deficiencies of our student population. As a result, we have developed and will implement a variety of instructional strategies, opportunities, and groupings to facilitate our student achievement. This extra support for our targeted "Borderline Proficient" students will promote increasing our proficiency level which was a targeted area of need school wide.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Jones, Barbara, barbara.jones@lwcharterschools.com

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

We will conduct monthly data meetings to analyze and review the effectiveness of our instructional strategies. We will collect grade level comprehension assessments, benchmark assessments, vocabulary data, sight word recognition progress, and our school wide progress monitoring data. This information will be compiled on a teacher flash drive/spreadsheet for our monthly review and instructional adjustments.

Strategy: Extended School Day

Minutes added to school year: 3,600

Enrichment Activities That Contribute to a Well-Rounded Education

Third through fifth grade students will be required to complete homework assignments in the first thirty minutes time period. Highly qualified teachers will monitor and assist students with homework assignments. The remaining sixty minutes will focus on the specific club enrichment activities. Enrichment club instructors will utilize research based instructional strategies and resources which facilitate hands-on and project-based experiences that contribute to a well rounded education.

Strategy Rationale

Strategy Purpose(s)

""

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

Student satisfaction survey and evaluation rubrics for completed projects based on enrichment club activities will be reviewed and analyzed. Data from this information will be used to determine the effectiveness of the instructional strategies used in the specific club enrichment areas.

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

Janie Howard Wilson provides opportunities for families of future kindergarten students to attend workshops at the school throughout the year. We also conduct a kindergarten orientation week during the summer which helps upcoming students and their parents transition from Pre-Kindergarten to Elementary school. During the school year, we continue this transition with our "K-Support" class which works with students who are lacking in Kindergarten readiness. This "K-Support" program also provides parents with the tools that support the academic success of their students.

For first through fifth grades, students receive a summer calendar with activities that reinforce current grade level standards as well as prepare them for the next grade level. We are also a location for our community summer academic/recreational program.

At the start of the school year, we provide a Welcome Back Family Night in which parents/students receive grade specific information and a preview of Florida Standards.

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.

Our science FCAT assessment score showed an increase of 11% in 5th grade proficiency. According to our MAPS progress monitoring data our weakness areas are earth, space, and physical science.

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.

According to our MAPS progress monitoring data our students are low performing in foundational skills.

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.** By the end of the 2015-2016 school year, Janie Howard Wilson Elementary will raise their school grade to a "C" or better by increasing proficiency in all subject areas.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. By the end of the 2015-2016 school year, Janie Howard Wilson Elementary will raise their school grade to a "C" or better by increasing proficiency in all subject areas. 1a

G074618

Targets Supported 1b

Indicator	Annual Target
FAA Mathematics Level 1	
AMO Math - All Students	
FCAT 2.0 Science Proficiency	50.0

Resources Available to Support the Goal 2

- READING/ELA • Content area texts at student reading levels -science and social studies. • Magazine resources and online resources to encourage engagement. • Reading logs/ Book-It in all classrooms to encourage reading at home • Guided texts for close reads. • Guided reading intervention programs for targeted students. • On level cold reads and articles. • Write Score for Reading and Writing • iStation online reading intervention programs • MAPS online progress monitoring to diagnose specific student needs and create learning plans. • Scot Foresman Reading Street Literacy Program • Accelerated Reading Program • MAPS Skills Navigator MATH • BootCamp Math series • Acaletics • Benchmarks of the months through school wide curriculum. • TenMarks Online Math Program • MAPS online progress monitoring and diagnostic tool. • Math Facts in a Flash/ Basic computation online program (school wide initiative) • Go Math • Math Party • Math Facts/Fluency Incentives SCIENCE • Discovery On-Line Resource • Science Boot Camp (4th and 5th Grade) • Science Weekly • Harcourt Science Textbook • Acaletics Science Quick Picks
-

Targeted Barriers to Achieving the Goal 3

- Reading level of students' is below actual grade level and lack of student interest in reading.
- Students struggle with mastery of foundational math skills which makes solving multi-step on grade level word problems difficult.
- Students lack basic scientific knowledge due to less scheduled structured time in Science.
- Students struggle with writing because they are deficit in reading, vocabulary, and grammar.

Plan to Monitor Progress Toward G1. 8

The data that will be collected and reviewed to determine the progress towards our goal of receiving a school grade of "C" or better will focus on monthly benchmark Science assessments, school-wide progress monitoring data, and formative assessments on all students.

Person Responsible

Barbara Jones

Schedule

Monthly, from 8/27/2015 to 6/2/2016

Evidence of Completion

On going progress monitoring data (District made/MAPS) Monthly Science assessments on benchmarks. While looking at our data monthly, we will meet with teachers and students to determine strategies that are working and instructional changes that might need to be made in order to reach our school wide goal.

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. By the end of the 2015-2016 school year, Janie Howard Wilson Elementary will raise their school grade to a "C" or better by increasing proficiency in all subject areas. **1**

 G074618

G1.B1 Reading level of students' is below actual grade level and lack of student interest in reading. **2**

 B194872

G1.B1.S1 Use of content area texts at student reading levels to increase reading comprehension and close the gap of deficiency **4**

 S206469

Strategy Rationale

Teaching students on their reading level gives them an opportunity obtain skills that promote growth and confidence in reading. Students are being taught based on their specific academic needs which facilitates closing the gap of proficiency.

Action Step 1 **5**

The use of researched based strategies to teach multi-leveled students using basal readers on their instructional level.

Person Responsible

Stephanie MacDonald

Schedule

Daily, from 8/18/2015 to 6/4/2016

Evidence of Completion

On-going progress monitoring. Benchmark Assessments Comprehension tests on instructional level Data analysis of MAP Assessments Dolch/Fry Word sets FAIR Assessments Team meetings with administration to determine effectiveness of strategies. Fluency Checks weekly(Tier 2 & 3)/bi-weekly (Tier 1)

Action Step 2 5

Students will engage in subject area text in various formats. Including but not limited to, information text, online resources, and variety of genres on their actual grade level.

Person Responsible

Stephanie MacDonald

Schedule

Weekly, from 8/18/2015 to 6/4/2016

Evidence of Completion

Weekly student reading logs Evidence in lesson plans. Student data collection Classroom observations Progress Monitoring Monthly PLC to analyze data and effectiveness of strategies Performance on state assessment

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

In order to monitor and support the fidelity of implementation of this strategy, classroom observations will be conducted by administration, resource teachers, and peer teachers. We will also meet weekly to support teachers in planning and insuring the implementation of standards and rigorous curriculum.

Person Responsible

Barbara Jones

Schedule

Weekly, from 8/24/2015 to 6/2/2016

Evidence of Completion

Lesson Plans Pre/Post Conferencing Classroom Observations. Student Progress monitoring Formative Assessments. Monthly benchmark assessments.

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

In order to monitor the effectiveness of this strategy, student data will be reviewed monthly through analysis of MTSS data, monthly benchmark assessments, and our school wide progress monitoring data.

Person Responsible

Barbara Jones

Schedule

Monthly, from 8/24/2015 to 6/2/2016

Evidence of Completion

Student data will be reviewed monthly. (Benchmark assessments, MTSS data, fluency checks, school wide progress monitoring data) Vocabulary Progress Reading Logs Close Read Data Cold Read comprehension data Dolch/Fry words Adjustments in teaching strategies and instruction will be made based on specific student data.

G1.B1.S2 Teacher led small group intervention using Reading Street for targeted students who need extra support in reading. 4

 S206470

Strategy Rationale

In order to reach our goal of making a school grade of a "C" or better we need to target specific small group instruction daily with our struggling readers to help them become proficient readers.

Action Step 1 5

Teachers will pull students for small group instruction in Tier 2 in the classroom and our students close to proficiency will be pulled during the week for an additional 80 minutes of small group instruction.

Person Responsible

April Barnhardt

Schedule

Weekly, from 9/1/2015 to 5/29/2016

Evidence of Completion

Classroom visits at designated time of interventions will be conducted by resource teacher and administrative team. Weekly fluency checks and data will be collected and reviewed. Comprehension data will be review bi-weekly to ensure student progress and adaption of material (if needed). The extra pullout intervention for our "Bubble Students" (close to proficient) will be 3 days a week for 40 minutes. Data will be collected from these teachers bi-weekly.

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

To monitor that this daily in class intervention and 3 times a week pullout intervention is being implemented with fidelity, the administrative team will make frequent classroom visits during the designated intervention times.

Person Responsible

April Barnhardt

Schedule

Weekly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Lesson plans Weekly classroom observations. Review of weekly fluency checks. Review of bi-weekly comprehension tests. Student progress on Maps and FAIR

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

Student data will be collected weekly and bi-weekly to monitor the effectiveness of the implementation of these extra reading interventions.

Person Responsible

Stephanie MacDonald

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Fluency Checks Bi-weekly comprehension data Benchmark Assessments School-Wide Progress Monitoring Data

G1.B1.S3 Implementation with fidelity a 90 minute uninterrupted ELA block daily and an additional 60 minutes daily reading instruction for ALL students. 4

 S206471

Strategy Rationale

In order to bring our struggling readers up to proficiency and keep our proficient readers on level, we are implementing more direct instructional time of reading daily. The extra hour reading block is based on students' instructional need. This can be acceleration or remediation in reading.

Action Step 1 5

We will have a 90 minute block daily of uninterrupted reading instruction in all grade levels. During this block students will be working on grade level reading. There will be a small group of students who are pulled by teacher daily to have a 30 minute reading intervention while others continue to work on grade level reading independently. During the extra hour of reading (daily) each student will be working on their instructional level using differentiated curriculum.

Person Responsible

Stephanie MacDonald

Schedule

Daily, from 8/18/2014 to 5/29/2015

Evidence of Completion

Evidence in Lesson Plans Classroom observations Progress monitoring of students in reading using benchmark assessments, formative assessments, and school-wide progress monitoring.

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

The leadership team will conduct frequent classroom visit to ensure the implementation of the 90 minute reading block and intervention. We will also be checking lesson plans and instruction in classroom to make sure they align with the Florida Standards.

Person Responsible

Barbara Jones

Schedule

Daily, from 8/18/2014 to 5/29/2015

Evidence of Completion

Lesson Plans Curriculum Maps Classroom Observations. Progress Monitoring Data Student Assessment Data

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

In order to monitor the implementation of our 90 minute on level reading block and 60 minute instructional level curriculum, the leadership team will conduct classroom visits weekly, check lesson plans for alignment with on level Florida Standards, and continuously monitor student progress.

Person Responsible

Barbara Jones

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Lesson Plans Weekly Classroom Visits Curriculum Map alignment and checks for appropriate instructional strategies. Student progress monitoring data (FAIR, MAPS, Benchmark Assessments, Formative Assessments)

G1.B2 Students struggle with mastery of foundational math skills which makes solving multi-step on grade level word problems difficult. 2

B194873

G1.B2.S1 In order to increase the number of students who are proficient in math, we work on foundational skills in grades KG-5th as a school wide initiative. Extra small group support will be given to Bubble Students in after school enrichment. (180 minutes weekly) 4

S206472

Strategy Rationale

In order to have our struggling students in math gain to proficiency, they need to have a basic understanding of computational methods. They will get extra support in learning these foundations while receiving small group instruction. This support will give them the much needed foundation to solve multiple step problems.

Action Step 1 5

After looking at our number of students proficient in math, we saw a need to target those students who with extra support could become proficient. In order to achieve this and reach our goal of becoming a "C" or better school w our resource teachers will pull targeted students to receive an additional 100 minutes weekly of direct mathematical instruction in basic math concepts.

Person Responsible

April Barnhardt

Schedule

Weekly, from 9/28/2015 to 6/2/2016

Evidence of Completion

Lesson Plans Student data on bi-weekly assessments. Observations

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

In order to monitor the fidelity and support of this strategy, the administrative team will conduct weekly observations and review student data on computational assessments.

Person Responsible

Barbara Jones

Schedule

On 6/2/2016

Evidence of Completion

Classroom Observations Progress Monitoring Data Acaletics Assessments Benchmark Assessments MAPs Assessments.

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

The teachers who are implementing the pull out interventions will meet with classroom teachers monthly to make sure they align their extra instruction to meet the needs of the core instruction. Administration will also monitor the progress of the targeted student through reviewing data monthly with the intervention team.

Person Responsible

April Barnhardt

Schedule

On 6/2/2016

Evidence of Completion

Monthly Team Meeting Review of student progress monitoring. Acaletcs assessment review
MAPS assessment review Benchmark assessment review

G1.B2.S2 In order to have more students proficient in math our direct classroom instruction will focus on multi-step word problems that teach our kids techniques for solving. The classroom instruction will be implementing hands on activities. 4

 S206473

Strategy Rationale

Our classroom instruction will focus on teachers giving more guided instruction and techniques for solving higher order thinking skills. Teachers will give students daily hooks and strategies to help make them critical thinkers.

Action Step 1 5

Teachers will implement guided practice of multi-step word problems daily with modeling problem solving strategies and independent practice using Depth of Knowledge questioning.

Person Responsible

April Barnhardt

Schedule

Daily, from 8/25/2015 to 5/29/2016

Evidence of Completion

Lesson Plan documentation Classroom observations Math Journals and student work samples

Action Step 2 5

Person Responsible

Schedule

Evidence of Completion

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

The administrative team will conduct classroom observations weekly and check lesson plans for implementation of required strategy. Our Math resource teacher will give professional development opportunities on using Depth of Knowledge questioning in math instruction.

Person Responsible

Barbara Jones

Schedule

Weekly, from 8/24/2015 to 6/2/2016

Evidence of Completion

Leadership will conduct weekly classroom observations. Lesson Plans will be checked for check of implementation of guided practice of multi-step word problems. Depth of Knowledge PD opportunities will require teacher follow-up. Student data will be collected monthly on progress on benchmark assessment which include multi-step problems.

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

Student data will be collected and reviewed from progress monitoring which includes multi-step problems. The progress monitoring used will be our Acaletics assessment, MAPS diagnostic assessments, and monthly benchmarks assessments.

Person Responsible

April Barnhardt

Schedule

Monthly, from 8/24/2015 to 6/2/2016

Evidence of Completion

Student data on progress monitoring: Acaletics, MAPS, and benchmark monthly assessments.

G1.B2.S3 In order to expose our students to all benchmarks in mathematics and give them multiple opportunities to practice a benchmark and master, we will use the Acaletics supplemental math program to enhance our math instructional block. 4

 S206474

Strategy Rationale

Using Acaletics helps to ensure that all students are being exposed to benchmark problems multiple times and allows not only for exposure to benchmarks, but review and mastery.

Action Step 1 5

Every math class will begin with the daily implementation of Acaletics Math Club, which exposes students to benchmarks daily.

Person Responsible

April Barnhardt

Schedule

Daily, from 8/25/2015 to 5/29/2016

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B2.S3 6

Classroom observations will be conducted weekly by members of the leadership team to make sure Math Club is being implemented during the math block. Lesson plans will also be checked weekly for evidence of implementation.

Person Responsible

April Barnhardt

Schedule

Weekly, from 8/24/2015 to 6/2/2016

Evidence of Completion

Acaletics Pre/Post Student Data Maps Student Progress Monitoring Data Lesson Plan checks Classroom visits by leadership

Plan to Monitor Effectiveness of Implementation of G1.B2.S3 7

In order to monitor and support the effectiveness of Acaletics, administration will monitor classroom implementation through observations, student data will be reviewed by an math resource teacher 3 times a year.

Person Responsible

April Barnhardt

Schedule

Quarterly, from 8/24/2015 to 5/27/2016

Evidence of Completion

Acaletics Pre Post Student Data Monthly Benchmark Assessments.

G1.B3 Students lack basic scientific knowledge due to less scheduled structured time in Science. 2

 B194874

G1.B3.S1 A daily Science block has been scheduled for all grade levels and curriculum maps have been created to ensure standards are being taught in every classroom. Classroom observations will be conducted weekly by our science resource teacher. 4

 S206475

Strategy Rationale

Having a scheduled Science block will ensure that Science is being taught daily and not implemented because of lack of time. The creation of curriculum maps for all grade levels enables teachers to understand pacing and the benchmarks. Our science resource teacher will be in the classrooms to check for fidelity.

Action Step 1 5

We will implement a Science block daily for all grade levels and use grade level standard curriculum map as a daily guide for instruction.

Person Responsible

Molly Garrett

Schedule

Daily, from 8/25/2015 to 5/29/2016

Evidence of Completion

Science Benchmark Assessments Student Data Lesson Plans Classroom Observations

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Teacher's lesson plans and classroom instructional alignment of science benchmarks will be monitored weekly by leadership team.

Person Responsible

Barbara Jones

Schedule

Weekly, from 8/24/2015 to 6/2/2016

Evidence of Completion

Teacher Lesson Plans Classroom Observation Curriculum Alignment. Student progress data on benchmarks assessments monthly Progress monitoring data (3 times a year)

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Student data will be reviewed and analyzed monthly to determine if instructional strategies are producing desired outcome.

Person Responsible

April Barnhardt

Schedule

Monthly, from 8/24/2015 to 6/2/2016

Evidence of Completion

Student data on monthly benchmarks assessments Progress monitoring data done (3 times a year) Lesson plan check for curriculum alignment.

G1.B4 Students struggle with writing because they are deficit in reading, vocabulary, and grammar. 2

B194875

G1.B4.S1 To increase our writing proficiency we have implemented scheduled writing blocks in all grade levels that emphasize grammar and vocabulary. We have also implemented a grammar daily instructional curriculum map for all grade levels. We have initiated a Weekly Writing Lab for 2nd grade to work on grammatical skills and sentence structure. 4

S206476

Strategy Rationale

Our students struggle with reading and do not have the basic knowledge of grammar or an extensive vocabulary. By emphasizing these two skills, we will be able to help student become more proficient at writing.

Action Step 1 5

A writing curriculum map that has a focus on grammar and vocabulary is being implemented by all grade levels in order to increase our number of students writing proficiency.

Person Responsible

Stephanie MacDonald

Schedule

Daily, from 8/18/2015 to 5/29/2016

Evidence of Completion

Lesson Plans Classroom Visits. Writing Assessments and progress monitoring.

Action Step 2 5

A writing curriculum map that focuses on grammar and vocabulary is implemented by all grade levels to increase the number of students writing proficiency.

Person Responsible

Stephanie MacDonald

Schedule

Monthly, from 8/18/2015 to 5/29/2016

Evidence of Completion

Lesson Plans Classroom Visits. Writing Assessments and progress monitoring.

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

In order to make sure we are monitoring and supporting the implementation of our writing action step, the leadership team will check lesson plans for alignment, conduct classroom visits, and our writing resource teacher will conduct professional development (PD) opportunities for all teachers.

Person Responsible

Stephanie MacDonald

Schedule

Weekly, from 8/24/2015 to 6/2/2016

Evidence of Completion

Lesson Plans Classroom Observations Follow-Up on PD opportunities Student Data on progress monitoring.

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Student data on writing assessments will be analyzed by teachers, resource staff, and administration. Instructional strategies will be adjusted for specific student needs.

Person Responsible

Stephanie MacDonald

Schedule

Monthly, from 8/24/2015 to 6/2/2016

Evidence of Completion

Writing Assessment Data Student progress monitoring. Formative Assessments Grammar Assessments On-line assessments.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	The use of researched based strategies to teach multi-leveled students using basal readers on their instructional level.	MacDonald, Stephanie	8/18/2015	On-going progress monitoring. Benchmark Assessments Comprehension tests on instructional level Data analysis of MAP Assessments Dolch/Fry Word sets FAIR Assessments Team meetings with administration to determine effectiveness of strategies. Fluency Checks weekly(Tier 2 & 3)/bi-weekly (Tier 1)	6/4/2016 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S2.A1	Teachers will pull students for small group instruction in Tier 2 in the classroom and our students close to proficiency will be pulled during the week for an additional 80 minutes of small group instruction.	Barnhardt, April	9/1/2015	Classroom visits at designated time of interventions will be conducted by resource teacher and administrative team. Weekly fluency checks and data will be collected and reviewed. Comprehension data will be review bi-weekly to ensure student progress and adaption of material (if needed). The extra pullout intervention for our "Bubble Students" (close to proficient) will be 3 days a week for 40 minutes. Data will be collected from these teachers bi-weekly.	5/29/2016 weekly
G1.B1.S3.A1	We will have a 90 minute block daily of uninterrupted reading instruction in all grade levels. During this block students will be working on grade level reading. Their will be a small group of students who are pulled by teacher daily to have a 30 minute reading intervention while others continue to work on grade level reading independently. During the extra hour of reading (daily) each student will be working on their instructional level using differentiated curriculum.	MacDonald, Stephanie	8/18/2014	Evidence in Lesson Plans Classroom observations Progress monitoring of students in reading using benchmark assessments, formative assessments, and school-wide progress monitoring.	5/29/2015 daily
G1.B2.S1.A1	After looking at our number of students proficient in math, we saw a need to target those students who with extra support could become proficient. In order to achieve this and reach our goal of becoming a "C" or better school w our resource teachers will pull targeted students to receive an additional 100 minutes weekly of direct mathematical instruction in basic math concepts.	Barnhardt, April	9/28/2015	Lesson Plans Student data on bi-weekly assessments. Observations	6/2/2016 weekly
G1.B2.S2.A1	Teachers will implement guided practice of multi-step word problems daily with modeling problem solving strategies and independent practice using Depth of Knowledge questioning.	Barnhardt, April	8/25/2015	Lesson Plan documentation Classroom observations Math Journals and student work samples	5/29/2016 daily
G1.B2.S3.A1	Every math class will begin with the daily implementation of Acaletics Math Club, which exposes students to benchmarks daily.	Barnhardt, April	8/25/2015		5/29/2016 daily
G1.B3.S1.A1	We will implement a Science block daily for all grade levels and use grade level standard curriculum map as a daily guide for instruction.	Garrett, Molly	8/25/2015	Science Benchmark Assessments Student Data Lesson Plans Classroom Observations	5/29/2016 daily
G1.B4.S1.A1	A writing curriculum map that has a focus on grammar and vocabulary is being implemented by all grade levels in order to increase our number of students writing proficiency.	MacDonald, Stephanie	8/18/2015	Lesson Plans Classroom Visits. Writing Assessments and progress monitoring.	5/29/2016 daily
G1.B1.S1.A2	Students will engage in subject area text in various formats. Including but not limited to, information text, online resources, and variety of genres on their actual grade level.	MacDonald, Stephanie	8/18/2015	Weekly student reading logs Evidence in lesson plans. Student data collection Classroom observations Progress Monitoring Monthly PLC to analyze data and effectiveness of strategies Performance on state assessment	6/4/2016 weekly
G1.B2.S2.A2	[no content entered]			one-time	
G1.B4.S1.A2	A writing curriculum map that focuses on grammar and vocabulary is implemented by all grade levels to	MacDonald, Stephanie	8/18/2015	Lesson Plans Classroom Visits. Writing Assessments and progress monitoring.	5/29/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	increase the number of students writing proficiency.				
G1.MA1	The data that will be collected and reviewed to determine the progress towards our goal of receiving a school grade of "C" or better will focus on monthly benchmark Science assessments, school-wide progress monitoring data, and formative assessments on all students.	Jones, Barbara	8/27/2015	On going progress monitoring data (District made/MAPS) Monthly Science assessments on benchmarks. While looking at our data monthly, we will meet with teachers and students to determine strategies that are working and instructional changes that might need to be made in order to reach our school wide goal.	6/2/2016 monthly
G1.B1.S1.MA1	In order to monitor the effectiveness of this strategy, student data will be reviewed monthly through analysis of MTSS data, monthly benchmark assessments, and our school wide progress monitoring data.	Jones, Barbara	8/24/2015	Student data will be reviewed monthly. (Benchmark assessments, MTSS data, fluency checks, school wide progress monitoring data) Vocabulary Progress Reading Logs Close Read Data Cold Read comprehension data Dolch/Fry words Adjustments in teaching strategies and instruction will be made based on specific student data.	6/2/2016 monthly
G1.B1.S1.MA1	In order to monitor and support the fidelity of implementation of this strategy, classroom observations will be conducted by administration, resource teachers, and peer teachers. We will also meet weekly to support teachers in planning and insuring the implementation of standards and rigorous curriculum.	Jones, Barbara	8/24/2015	Lesson Plans Pre/Post Conferencing Classroom Observations. Student Progress monitoring Formative Assessments. Monthly benchmark assessments.	6/2/2016 weekly
G1.B2.S1.MA1	The teachers who are implementing the pull out interventions will meet with classroom teachers monthly to make sure they align their extra instruction to meet the needs of the core instruction. Administration will also monitor the progress of the targeted student through reviewing data monthly with the intervention team.	Barnhardt, April	9/21/2015	Monthly Team Meeting Review of student progress monitoring. Acaletcs assessment review MAPS assessment review Benchmark assessment review	6/2/2016 one-time
G1.B2.S1.MA1	In order to monitor the fidelity and support of this strategy, the administrative team will conduct weekly observations and review student data on computational assessments.	Jones, Barbara	9/14/2015	Classroom Observations Progress Monitoring Data Acaletics Assessments Benchmark Assessments MAPS Assessments.	6/2/2016 one-time
G1.B3.S1.MA1	Student data will be reviewed and analyzed monthly to determine if instructional strategies are producing desired outcome.	Barnhardt, April	8/24/2015	Student data on monthly benchmarks assessments Progress monitoring data done (3 times a year) Lesson plan check for curriculum alignment.	6/2/2016 monthly
G1.B3.S1.MA1	Teacher's lesson plans and classroom instructional alignment of science benchmarks will be monitored weekly by leadership team.	Jones, Barbara	8/24/2015	Teacher Lesson Plans Classroom Observation Curriculum Alignment. Student progress data on benchmarks assessments monthly Progress monitoring data (3 times a year)	6/2/2016 weekly
G1.B4.S1.MA1	Student data on writing assessments will be analyzed by teachers, resource staff, and administration. Instructional strategies will be adjusted for specific student needs.	MacDonald, Stephanie	8/24/2015	Writing Assessment Data Student progress monitoring. Formative Assessments Grammar Assessments On-line assessments.	6/2/2016 monthly
G1.B4.S1.MA1	In order to make sure we are monitoring and supporting the implementation of our writing action step, the leadership team will check lesson plans for alignment, conduct classroom visits, and our writing resource teacher will	MacDonald, Stephanie	8/24/2015	Lesson Plans Classroom Observations Follow-Up on PD opportunities Student Data on progress monitoring.	6/2/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	conduct professional development (PD) opportunities for all teachers.				
G1.B1.S2.MA1	Student data will be collected weekly and bi-weekly to monitor the effectiveness of the implementation of these extra reading interventions.	MacDonald, Stephanie	8/18/2014	Fluency Checks Bi-weekly comprehension data Benchmark Assessments School-Wide Progress Monitoring Data	5/29/2015 monthly
G1.B1.S2.MA1	To monitor that this daily in class intervention and 3 times a week pullout intervention is being implemented with fidelity, the administrative team will make frequent classroom visits during the designated intervention times.	Barnhardt, April	9/1/2014	Lesson plans Weekly classroom observations. Review of weekly fluency checks. Review of bi-weekly comprehension tests. Student progress on Maps and FAIR	5/29/2015 weekly
G1.B2.S2.MA1	Student data will be collected and reviewed from progress monitoring which includes multi-step problems. The progress monitoring used will be our Acaletics assessment, MAPS diagnostic assessments, and monthly benchmarks assessments.	Barnhardt, April	8/24/2015	Student data on progress monitoring: Acaletics, MAPS, and benchmark monthly assessments.	6/2/2016 monthly
G1.B2.S2.MA1	The administrative team will conduct classroom observations weekly and check lesson plans for implementation of required strategy. Our Math resource teacher will give professional development opportunities on using Depth of Knowledge questioning in math instruction.	Jones, Barbara	8/24/2015	Leadership will conduct weekly classroom observations. Lesson Plans will be checked for check of implementation of guided practice of multi-step word problems. Depth of Knowledge PD opportunities will require teacher follow-up. Student data will be collected monthly on progress on benchmark assessment which include multi-step problems.	6/2/2016 weekly
G1.B1.S3.MA1	In order to monitor the implementation of our 90 minute on level reading block and 60 minute instructional level curriculum, the leadership team will conduct classroom visits weekly, check lesson plans for alignment with on level Florida Standards, and continuously monitor student progress.	Jones, Barbara	8/18/2014	Lesson Plans Weekly Classroom Visits Curriculum Map alignment and checks for appropriate instructional strategies. Student progress monitoring data (FAIR, MAPS, Benchmark Assessments, Formative Assessments)	5/29/2015 weekly
G1.B1.S3.MA1	The leadership team will conduct frequent classroom visit to ensure the implementation of the 90 minute reading block and intervention. We will also be checking lesson plans and instruction in classroom to make sure they align with the Florida Standards.	Jones, Barbara	8/18/2014	Lesson Plans Curriculum Maps Classroom Observations. Progress Monitoring Data Student Assessment Data	5/29/2015 daily
G1.B2.S3.MA1	In order to monitor and support the effectiveness of Acaletics, administration will monitor classroom implementation through observations, student data will be reviewed by an math resource teacher 3 times a year.	Barnhardt, April	8/24/2015	Acaletics Pre Post Student Data Monthly Benchmark Assessments.	5/27/2016 quarterly
G1.B2.S3.MA1	Classroom observations will be conducted weekly by members of the leadership team to make sure Math Club is being implemented during the math block. Lesson plans will also be checked weekly for evidence of implementation.	Barnhardt, April	8/24/2015	Acaletics Pre/Post Student Data Maps Student Progress Monitoring Data Lesson Plan checks Classroom visits by leadership	6/2/2016 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. By the end of the 2015-2016 school year, Janie Howard Wilson Elementary will raise their school grade to a "C" or better by increasing proficiency in all subject areas.

G1.B1 Reading level of students' is below actual grade level and lack of student interest in reading.

G1.B1.S1 Use of content area texts at student reading levels to increase reading comprehension and close the gap of deficiency

PD Opportunity 1

The use of researched based strategies to teach multi-leveled students using basal readers on their instructional level.

Facilitator

Stephanie MacDonald

Participants

Teachers

Schedule

Daily, from 8/18/2015 to 6/4/2016

G1.B2 Students struggle with mastery of foundational math skills which makes solving multi-step on grade level word problems difficult.

G1.B2.S3 In order to expose our students to all benchmarks in mathematics and give them multiple opportunities to practice a benchmark and master, we will use the Acaletics supplemental math program to enhance our math instructional block.

PD Opportunity 1

Every math class will begin with the daily implementation of Acaletics Math Club, which exposes students to benchmarks daily.

Facilitator

April Barnhardt

Participants

Teachers/Resource Staff.

Schedule

Daily, from 8/25/2015 to 5/29/2016

G1.B3 Students lack basic scientific knowledge due to less scheduled structured time in Science.

G1.B3.S1 A daily Science block has been scheduled for all grade levels and curriculum maps have been created to ensure standards are being taught in every classroom. Classroom observations will be conducted weekly by our science resource teacher.

PD Opportunity 1

We will implement a Science block daily for all grade levels and use grade level standard curriculum map as a daily guide for instruction.

Facilitator

Molly Garrett, Science Resource

Participants

Teachers/Administration/Resource Staff

Schedule

Daily, from 8/25/2015 to 5/29/2016

G1.B4 Students struggle with writing because they are deficit in reading, vocabulary, and grammar.

G1.B4.S1 To increase our writing proficiency we have implemented scheduled writing blocks in all grade levels that emphasize grammar and vocabulary. We have also implemented a grammar daily instructional curriculum map for all grade levels. We have initiated a Weekly Writing Lab for 2nd grade to work on grammatical skills and sentence structure.

PD Opportunity 1

A writing curriculum map that has a focus on grammar and vocabulary is being implemented by all grade levels in order to increase our number of students writing proficiency.

Facilitator

Stephanie MacDonald

Participants

KG-5th Teachers

Schedule

Daily, from 8/18/2015 to 5/29/2016

Budget

Budget Data

1	G1.B1.S1.A1	The use of researched based strategies to teach multi-leveled students using basal readers on their instructional level.				\$54,188.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1401 - Janie Howard Wilson School	General Fund		\$54,188.00
			<i>Notes: Purchased Scott Foresman Reading Street Literacy Program. Sidewalks</i>			
2	G1.B1.S1.A2	Students will engage in subject area text in various formats. Including but not limited to, information text, online resources, and variety of genres on their actual grade level.				\$10,329.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1401 - Janie Howard Wilson School			\$5,935.00
			<i>Notes: Write Score</i>			
			1401 - Janie Howard Wilson School			\$4,394.00
			<i>Notes: Accelerated Reader</i>			
			1401 - Janie Howard Wilson School			\$0.00
			<i>Notes: IStation Funded by University of Central Florida</i>			
			1401 - Janie Howard Wilson School	General Fund		\$0.00
			<i>Notes: Super Kids K-2 Online Resources, Funded by donor</i>			
3	G1.B1.S2.A1	Teachers will pull students for small group instruction in Tier 2 in the classroom and our students close to proficiency will be pulled during the week for an additional 80 minutes of small group instruction.				\$0.00
4	G1.B1.S3.A1	We will have a 90 minute block daily of uninterrupted reading instruction in all grade levels. During this block students will be working on grade level reading. Their will be a small group of students who are pulled by teacher daily to have a 30 minute reading intervention while others continue to work on grade level reading independently. During the extra hour of reading (daily) each student will be working on their instructional level using differentiated curriculum.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1401 - Janie Howard Wilson School			\$0.00
			<i>Notes: Scott Foresman Reading Street 90 minute reading instructional time period. Extra hour utilize various reading activities at students levels. Budget as noted earlier.</i>			
5	G1.B2.S1.A1	After looking at our number of students proficient in math, we saw a need to target those students who with extra support could become proficient. In order to achieve this and reach our goal of becoming a "C" or better school w				\$0.00

Budget Data

		our resource teachers will pull targeted students to receive an additional 100 minutes weekly of direct mathematical instruction in basic math concepts.				
6	G1.B2.S2.A1	Teachers will implement guided practice of multi-step word problems daily with modeling problem solving strategies and independent practice using Depth of Knowledge questioning.				\$18,115.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1401 - Janie Howard Wilson School			\$18,115.00
			<i>Notes: Go Math</i>			
7	G1.B2.S2.A2					\$0.00
8	G1.B2.S3.A1	Every math class will begin with the daily implementation of Acaletics Math Club, which exposes students to benchmarks daily.				\$0.00
9	G1.B3.S1.A1	We will implement a Science block daily for all grade levels and use grade level standard curriculum map as a daily guide for instruction.				\$0.00
10	G1.B4.S1.A1	A writing curriculum map that has a focus on grammar and vocabulary is being implemented by all grade levels in order to increase our number of students writing proficiency.				\$0.00
11	G1.B4.S1.A2	A writing curriculum map that focuses on grammar and vocabulary is implemented by all grade levels to increase the number of students writing proficiency.				\$0.00
					Total:	\$82,632.00