Wards Creek Elementary School

2016-17 Schoolwide Improvement Plan

Wards Creek Elementary School

6555 STATE ROAD 16, St Augustine, FL 32092

http://www-wce.stjohns.k12.fl.us/

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	No	25%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	19%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	A	A*	A	B

*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 was approved by the St. Johns County School Board on 9/29/2016.

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 a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

Table of Contents

Purpose and Outline of the SIP

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Wards Creek Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - [Cassandra Brusca](#)	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Wards Creek Elementary strives to:
Engage Learners to
Excel in Life and
Embrace Leadership to
Enhance our Local and global society.

b. Provide the school's vision statement.

We are a school Where Children Excel by developing leaders with character and a passion for lifelong learning.

2. School Environment

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

Our school wide culture is built on valuing our students and empowering them to reach their full potential. We invest time and plan activities at the beginning of each year to build relationships with our students. Each class writes their own mission statement and class meetings are held to establish class norms, rituals, and procedures. Opportunities abound for students to be involved in leadership roles and teams which are facilitated by faculty members. This promotes relationships among teachers and students beyond the classroom.

Because of the unique nature that Wards Creek is the hub of our community and many of our faculty members live in our community, relationships with parents and students go way beyond the school day. Our staff members participate in schoolwide events and activities within the community.

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

All members of our staff are trained in the 7 Habits of Highly Effective People. As a Leader in Me school, we empower our students to make good choices, create a plan, work first then play, think win-win, listen before they speak, work together, find balance, and determining their personal mission. These habits create a positive culture built on mutual understanding and collaborative cooperation.

There are many safety practices in place. All doors are locked and require a key or a magnet card to open. Students are encouraged to express any concerns if they have worries about safety. Students are never alone and must move throughout the building with a buddy or adult. Our students participate in anti-bullying education and we follow a zero-tolerance bullying policy.

Student safety leaders are posted throughout the building before and after school to provide assistance during arrival and and dismissal. All students are under the direct supervision of adults. All staff members have arrival and dismissal posts to ensure student safety.

c. 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.

At Wards Creek, we have established a leadership framework based on Stephen Covey's book, The 7 Habits of Highly Effective People. Covey presents a holistic, integrated, principle-centered approach for addressing challenges and living the very best version of your life. This system is woven with our District's Character Counts initiative to provide a strong foundation for good character and student leadership. Our proactive framework of setting clear expectations and using a common language reduces the need for reactive behavioral consequences.

We believe that we have an obligation to address more than the academic needs of our students. We must also help them mature through the continuum of moving from dependence, to independence, and ultimately to interdependence, giving them the skills they need to thrive. Our leadership framework, based upon the 6 Pillars of Character and the 7 Habits provides students the opportunity to learn to serve, to identify their strengths and interests, to set goals and track their progress, and to find their voice to make a difference in the world. This framework calls upon the adults in the school to learn, model, and teach these principles and character traits to our students. Through our understanding, we build understanding in our students. Through our modeling, we show our students how to be their most excellent selves. Through our teaching, these tenets become ubiquitous throughout every corner of our school.

Leaders with Character are recognized for meeting the leadership framework expectations. Using the 6 Pillars of Character and the 7 Habits, grade level teams have developed the expectations for good character and behavior. Students select a monthly representative from their classroom to be celebrated for demonstrating good character and leadership.

d. 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 comprehensive Guidance program to meet the social-emotional needs of all students. Our Guidance Counselor and Paraprofessional provide lessons covering the following topics: Social Skills for Early Childhood, Relational Aggression, Empathy, Anxiety, Emotion-Management, and Problem-Solving Skills. These services occur during weekly guidance lessons, daily lunch bunches, social skills small groups, and individual counseling sessions. We use HeartMath as a biofeedback program to help students learn ways to calm themselves and cope with stress.

Teachers have been trained to recognize indicators in student behavior that may warrant conferring with the Guidance Counselor. Parents have access to the Guidance Department to discuss any issues or concerns they may be experiencing at home. The district Student Services Department provides a support team for collaboration and problem solving with the Guidance Department.

Our gifted itinerant teacher provides social-emotional support for our gifted students through direct contact with students and collaboration with teachers.

Additionally, the Multi-Tiered Systems of Support team provides support and guidance to teachers in the development of individualized behavior plans for students exhibiting a need for intervention.

B. Family and Community Engagement

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).

1. 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).

a. Will the school use its PIP to satisfy this question?
No

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

2. Description

We value our parents and strive to build positive relationships with our families. We have the following tools in place to provide a high degree of communication: School website, teacher websites, TORCH monthly newsletter, Blackboard messaging system, weekly email communication from teachers to all parents, daily written communication through student planners and the district Home Access Center. Parent conferences are held anytime there is a parent or teacher concern. Parents are kept informed of student progress through teacher communication, interim reports, report cards, Home Access Center, and MTSS tracking reports. Annual meetings are held with parents of students who have 504 plans, IEPs, EPs, Health Plans, and ESOL.
Our parental involvement targets include training and involving our parents in the total school program. We aim to have parents involved in PTO, SAC, and other voluntary opportunities. We strive to have 10 hours of volunteerism for each student, approximately 9000 hours per year. Our trend is approximately 13,000 hours each year. Our SAC team includes a member of each grade level, ESE, and Related Arts. We also have been able to accommodate parents and community members and business partners who have expressed an interest in serving on SAC.
Our school is recognized annually for being a Golden School for volunteerism and a 5-STAR school for community impact.
Our mission and vision statements are visible on the website, on our school campus, in our annual yearbooks, in our parent handbook, and presented at our parent meetings.

2. 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.

Our PTO facilitates the business partnership process. They canvas the community and reach out to all the area businesses and associations. There are incentives in place for business partners which makes it a win-win for our school and local businesses. We value our mutually beneficial partnerships.

Annually in October, our school hosts a Business Expo to connect our families with community businesses and service providers.

C. 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).

1. School Leadership Team

a. Membership
Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Jarrell, Edie	Principal
Ritchie, Christa	Instructional Coach
Klein, Kevin	Assistant Principal
Adolf, Leanne	School Counselor
Hicks, Lauren	Psychologist

b. Duties

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

Principal – Edie Jarrell
Assistant Principal - Kevin Klein
MTSS Facilitator - Christa Ritchie
Instructional Coach - Christa Ritchie
Guidance Counselor - Leanne Adolf
School Psychologist - Brandy Killian

Each member of the School Leadership Team serves a member of the MTSS Core Problem Solving Team. In their role on this team they share in the following responsibilities:
-Attend core meetings and MTSS review meetings with teacher
-Review Tier 1 instructional practices and provide research-based strategies
-Help develop Tier II and Tier III academic and behavior plans

In addition to the joint leadership roles, the individuals contribute to our school through these responsibilities:
Edie Jarrell - Principal
-Participate in parent conferences
-Provide classroom observations
-Support initiatives and provide resources

Christa Ritchie - Instructional Coach
-Develop agenda for MTSS meetings
-Schedule meetings to review MTSS plans with teachers
-Develop progress monitoring probes
-Review school wide progress monitoring information
-Provide training to staff/teachers on MTSS procedures, progress monitoring and related interventions
-Finalize MTSS referral packet and submits to LEA

Brandy Killian - Psychologist
-Responsible for gathering attendance data
-Responsible for gathering behavior data
-Graph students' progress monitoring data
-Make the MTSS team aware of health/medical conditions that may impact learning
-Participate in parent conferences
-Provide classroom observations

Kevin Klein - Assistant Principal
-Participate in gap analysis
-Participate in parent conferences

-Provide classroom observations

Leanne Adolf - Guidance Counselor
-Take minutes during the meeting and send out to all team members
-File paperwork for MTSS students into the MTSS folder
-Update data into the MTSS digital database
-Send home referrals based on vision and hearing needs
-Refer students/parents to appropriate community resources
-Participate in parent conferences
-Perform classroom observations
-Conduct guidance lessons based on specific areas of need

2. 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.

At Wards Creek Elementary, we use the 4-step problem-solving model. Step 1: Define an objective and measurable terms for the goal(s) to be attained. Step 2: Identify possible reasons why the desired goal(s) is not being attained. Step 3: Develop and implement a well-supported plan involving evidence-based strategies to attain the goal(s). Step 4: Evaluate the effectiveness of the plan in relation to stated goal.

Our School Leadership Team meets weekly to discuss SIP goals, core instruction, resource allocation, teacher support systems, and small group needs. Additionally, we discuss individual students who are struggling to meet grade level expectations.

Our Instructional Coach maintains an inventory of available intervention materials. Our principal seeks resources to address intervention needs. We use SAI monies for supplemental intervention materials. We use SAR monies to provide additional personnel to support the social/emotional needs of our students.

2. School Advisory Council (SAC)

a. Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
	Teacher
Edie Jarrell	Principal
Teresa Lloyd	Parent
Heather Clubb	Teacher
Dana Smith	Teacher
Staci Farrell	Parent
Patricia Maxham	Parent
Chamane Williams	Parent
Tammy Stewart	Education Support Employee
Renee Tatman	Teacher
Judy Piggott	Teacher
Jenna Miller	Teacher
Charlotte Hartley	Education Support Employee
Megan Bastow	Parent
Jennifer Edwards	Parent
Elizabeth Janssen	Parent
Petrona Reynolds	Parent
Mirtha Barzaga	Business/Community
Lisa Dowling	Business/Community
Kimberlee Pagan	Parent
Christine LeClair	Business/Community
Heather Shreves	Teacher
Jenney Coulter	Teacher

b. Duties

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

a. Evaluation of last year's school improvement plan

Throughout the school year, the SAC reviewed the goals of the School Improvement Plan to ensure that efforts were aligned with school vision and mission. Frequent review of data and school wide initiatives were shared and discussed. We will continue to review as new data becomes available.

b. Development of this school improvement plan

The SIP is written with the participation of SAC members in conjunction with the school leadership team. This team determines appropriate school goals based on qualitative and quantitative data. We seek input from all stakeholders as we develop our plan. Surveys and feedback guide our plan.

c. Preparation of the school's annual budget and plan

The principal shares the budget and staffing information with SAC, following the district budget meeting. As changes occur, updates and discussions are held to obtain input and provide the latest information.

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

Funds are allocated to support instruction. Teachers present proposals to the SAC team to purchase supplemental materials that will promote student achievement.

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

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Jarrell, Edie	Principal
Klein, Kevin	Assistant Principal
Ritchie, Christa	Instructional Coach
Morrill, Nicole	Instructional Media

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The LLT promotes literacy by maintaining a focus on mastery of state standards through vertical planning, data dialogues, and professional development. Our Vertical Learning Community focuses on building a seamless path for students moving up in each grade level. A focus on a schoolwide balanced literacy framework provides a differentiated, customized learning path for our students. Teachers reflect on student data to determine next learning steps for each student. The MTSS team reviews student data dashboards to ensure that all students are making adequate gains. Professional development includes a focus on best practices, high yield strategies, curriculum support materials, district maps, and state resources.

To encourage our students to become prolific readers, we have a schoolwide reading initiative sponsored by our Media program. Students chart their reading progress and those achieving their goal are celebrated. We celebrate our favorite books and authors with our annual Literacy Parade. We celebrate Florida Literacy Week with schoolwide events to promote a love for reading. Our students are encouraged to read throughout the summer, completing a BINGO card to record their book selections. Participants are invited to a schoolwide BINGO party to celebrate their summer accomplishments.

D. 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).

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

Our philosophical framework for leadership is built upon the principle of synergy - working together creates stronger outcomes and greater success. Through our 7 Habits training, our teachers' paradigms

have shifted to recognize the value of meaningful teamwork and collaborative cooperation. All our grade levels are housed in the same area of the building for geographical convenience. The planning blocks are aligned to give the grade levels additional collaborative time. Grade level expectations include a shared website, team decision-making, and cooperative activities across the grade. Monthly grade level meetings, synergy sessions, WOW weekly grade level professional development, monthly Vertical Learning Communities, and district opportunities for inservice serve to promote strong bonds of collaboration amongst our staff. Sharpen the Saw events encourage positive working relationships in a social setting.

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

Our school district utilizes the Applitrack employment system which provides information, including the Gallup Teacher Insight to assist us in the screening of our applicants. Our interview team consists of administrators and teachers. To build a sense of belonging, we create mentor partnerships and offer opportunities for new staff members to receive professional development to in the school wide initiatives. Several staff members have participated in district recruitment events.

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

Our mentoring program ensures an effective transition to our school. The Instructional Coach facilitates ongoing gatherings to guide the process of assimilating new staff into the school culture, answer questions, and assist in problem solving. The Lighthouse Team trains incoming staff in The 7 Habits of Highly Effective People. Accountability partners provide ongoing support and encouragement in all areas of need.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Teacher representatives from each course and or grade level meet twice a year with district Subject Area Specialists to develop/review curriculum maps, formative assessments and teacher resources to include instructional materials. These District Professional Learning Communities work to ensure that curriculum, instruction and assessment are based on applicable state standards. This process is in addition to a standards based instructional materials review program that is used when the district adopts the primary instructional materials for a course. The teacher representatives work with instructors and administrators at the school level to ensure that the results of the District Professional Learning Communities are implemented at the school level. The curriculum maps which include links to vetted instructional materials and lesson plans are the basis for school level standards based planning and instruction.

In addition to what each teacher is doing to promote learning and measure student performance, District midterms (6-12) assessments and progress monitoring assessments (K-5) are given in the core instructional programs to assess student mastery of standards, guide instructional practice and inform district planning. Detailed data reports are available to all teachers and administrators. These reports are used by teachers, administrators and district staff to ensure that instruction and assessment are designed to produce student mastery of the Florida Standards. The reports are also used with individual students and parents as needed to assist them in understanding the standards

and learning expectations.

Administrators meet with teachers in grade level / content area Professional Learning Communities to review data reports and analyze results with the intent of planning instruction to differentiate, intervene, re-teaching, and innovate to improve student mastery of the standards. The same information is used to review curriculum maps and instructional materials/resources as to their effectiveness in promoting standards based instruction and learning. This process is repeated twice a year and serves as the foundation for a standards based continuous improvement model that uses student performance data to evaluate and improve curriculum, instruction and assessment in a manner designed to promote the highest level student mastery of the Florida Standards.

b. Instructional Strategies

1. 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.

Our classrooms are heterogeneously built using multiple sources of data. Throughout the learning day, our teachers implement the workshop model which provides them time for small group and individual attention to specific skills and strategies for students who may need additional support.

Formative and Summative assessments are given throughout the school year. Teachers use MFAS and ELFAS as well as other assessments built in the Curriculum Maps. The data that is generated is disaggregated and used to guide instructional next steps. Grade levels meet with the administrative team to determine areas of need and develop strategies to meet the diverse needs of students.

Students who show a trend of academic need are referred to the MTSS team for problem solving. Those meeting the criteria for a MTSS plan are prescribed research based-interventions to close the learning gap. These students are monitored closely and the teacher and MTSS team work collaboratively to ensure that their learning needs are met.

We have an ESE program with a full continuum of services, ranging from consultative services to self-contained ESE classrooms with modified curriculum.

Our gifted students are served in blended general education classrooms with gifted-endorsed teachers. The rigor and pace of these classrooms keep the students engaged and challenged.

2. 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:

Strategy Rationale

Strategy Purpose(s)

- Instruction in core academic subjects

- Enrichment activities that contribute to a well-rounded education

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

2. Student Transition and Readiness

a. 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).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Our school invites PreSchool students to visit Kindergarten classrooms during the last quarter of the year. As Preschool students enroll for Kindergarten, they are given a screener to help build heterogeneous classes. We work with outside agencies, such as Episcopal services, ChildFind, FDLRS, and VPK to build the bridge from Preschool to Kindergarten. During the first week of school, our PTO holds a Tears and Cheers breakfast to share opportunities and information with parents of new Kindergarteners.

Our rising 6th grade students visit the middle school for an orientation toward the end of the year. Individual meetings are held with staff from both schools for students with customized plans (504, EPs, IEPs, ESOL, Health Care, Behavior)

b. College and Career Readiness

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

NA

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

NA

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

NA

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

NA

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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.   Wards Creek will increase the number of proficient students in Reading and Math by providing explicit instruction in foundational reading and math skills and academic strategies.

G2.   Wards Creek will increase the number of students making learning gains in Reading by creating small group differentiated customized learning paths.

G3.   Wards Creek will increase the number of students making learning gains in Math by creating small group differentiated customized learning paths.

Strategic Goals Detail

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

G1. Wards Creek will increase the number of proficient students in Reading and Math by providing explicit instruction in foundational reading and math skills and academic strategies. `1a`

🔑 G083903

Targets Supported `1b`

Indicator	Annual Target
School Grade - Percentage of Points Earned	82.0

Targeted Barriers to Achieving the Goal `3`

- Working to meet grade level expectations while closing learning gaps, given the rigor and pace of the curriculum

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Workshop Instructional Model in balanced literacy classrooms, DRA, Being a Reader, Making Meaning, Being a Writer, and curriculum maps, state resources, and other district supported materials

Plan to Monitor Progress Toward G1. `8`

Data Dialogues with administrators and teachers will be held following the completion of periodic summative assessments.

Person Responsible

Kevin Klein

Schedule

Semiannually, from 8/10/2016 to 5/19/2017

Evidence of Completion

Data review for evidence of proficiency and growth between assessments.

G2. Wards Creek will increase the number of students making learning gains in Reading by creating small group differentiated customized learning paths. `1a`

`G083904`

Targets Supported `1b`

Indicator	Annual Target
ELA/Reading Gains	62.0

Targeted Barriers to Achieving the Goal `3`

- Teachers understanding the connection of using data and assessment to drive standards based instruction.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Data from multiple assessments including: Discovery Education, Formative Assessments, and Teacher-Made Assessments.

Plan to Monitor Progress Toward G2. `8`

Student proficiency and growth between assessments.

Person Responsible

Kevin Klein

Schedule

Quarterly, from 8/10/2016 to 5/19/2017

Evidence of Completion

Data review for evidence of proficiency and growth.

G3. Wards Creek will increase the number of students making learning gains in Math by creating small group differentiated customized learning paths. `1a`

🔑 G083905

Targets Supported `1b`

Indicator	Annual Target
Math Gains	62.0

Targeted Barriers to Achieving the Goal `3`

- Teachers understanding the connection of using data and assessment to drive standards based instruction.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Data from multiple assessments including: Discovery Education, Formative Assessments, and Teacher-Made Assessments.

Plan to Monitor Progress Toward G3. `8`

Student proficiency and growth between assessments.

Person Responsible

Kevin Klein

Schedule

Quarterly, from 8/10/2016 to 5/19/2017

Evidence of Completion

Data review for evidence of proficiency and growth.

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. Wards Creek will increase the number of proficient students in Reading and Math by providing explicit instruction in foundational reading and math skills and academic strategies. `1`

🔑 G083903

G1.B3 Working to meet grade level expectations while closing learning gaps, given the rigor and pace of the curriculum `2`

🔑 B222895

G1.B3.S1 Teachers will continue to participate in professional development around the implementation of the Florida Standards. Teachers will analyze student work in relation to the standards and then design and implement differentiated small and large group lessons that will move students toward meeting grade level proficiency. `4`

🔑 S235181

Strategy Rationale

If teachers have a strong awareness of their students' performance levels and academic needs, they will be able to construct standards based lessons to meet those needs.

Action Step 1 `5`

Teachers will participate in professional development and collaborative planning to ensure that they have a plethora of instructional tools and strategies to meet the needs of all learners.

Person Responsible

Christa Ritchie

Schedule

Weekly, from 8/10/2016 to 5/19/2017

Evidence of Completion

VLC and WOW agendas

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

Observe small group lessons to ensure that all students' instructional needs are being met.

Person Responsible

Edie Jarrell

Schedule

Weekly, from 8/10/2016 to 5/19/2017

Evidence of Completion

Small group lesson plans and student work samples.

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

Teachers and instructional coach will review student data dashboards to monitor student progress.

Person Responsible

Christa Ritchie

Schedule

Weekly, from 8/10/2016 to 5/19/2017

Evidence of Completion

student data dashboards

G2. Wards Creek will increase the number of students making learning gains in Reading by creating small group differentiated customized learning paths. 1

🔍 G083904

G2.B1 Teachers understanding the connection of using data and assessment to drive standards based instruction. 2

🔍 B222896

G2.B1.S1 Professional development and collaboration to analyze data and use data to create small group lessons. 4

🔍 S235182

Strategy Rationale

If teachers are able to understand the data they can determine student deficiencies and next instructional steps to move students toward growth in reading.

Action Step 1 5

Following the grade level assessments, teachers will meet with administration to review current data and discuss instructional focus.

Person Responsible

Kevin Klein

Schedule

Quarterly, from 8/10/2016 to 5/19/2017

Evidence of Completion

Individualized teacher summary of class performance and action steps for next interim assessments.

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

Review of data summary reports and instructional action plans.

Person Responsible

Edie Jarrell

Schedule

Quarterly, from 8/10/2016 to 5/19/2017

Evidence of Completion

Summary reports and action plans.

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

Collect data on proficiency and growth.

Person Responsible

Kevin Klein

Schedule

Quarterly, from 8/10/2016 to 5/19/2017

Evidence of Completion

Assessment scores

G3. Wards Creek will increase the number of students making learning gains in Math by creating small group differentiated customized learning paths. `1`

🔑 G083905

G3.B1 Teachers understanding the connection of using data and assessment to drive standards based instruction. `2`

🔑 B222897

G3.B1.S1 Professional development and collaboration to analyze data and use data to create small group lessons. `4`

🔑 S235183

Strategy Rationale

If teachers are able to understand the data they can determine student deficiencies and next instructional steps to move students toward growth in math.

Action Step 1 `5`

Following the grade level assessments, teachers will meet with administration to review current data and discuss instructional focus.

Person Responsible

Kevin Klein

Schedule

Quarterly, from 8/10/2016 to 5/19/2017

Evidence of Completion

Individualized teacher summary of class performance and action steps for next interim assessments.

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

Review of data summary reports and instructional action plans.

Person Responsible

Edie Jarrell

Schedule

Quarterly, from 8/10/2016 to 5/19/2017

Evidence of Completion

Summary Reports and Action Plans

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

Collect data on proficiency and growth.

Person Responsible

Kevin Klein

Schedule

Quarterly, from 8/10/2016 to 5/19/2017

Evidence of Completion

Assessment scores

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.MA1 M308024	Data Dialogues with administrators and teachers will be held following the completion of periodic...	Klein, Kevin	8/10/2016	Data review for evidence of proficiency and growth between assessments.	5/19/2017 semiannually
G2.MA1 M308027	Student proficiency and growth between assessments.	Klein, Kevin	8/10/2016	Data review for evidence of proficiency and growth.	5/19/2017 quarterly
G3.MA1 M308030	Student proficiency and growth between assessments.	Klein, Kevin	8/10/2016	Data review for evidence of proficiency and growth.	5/19/2017 quarterly
G1.B3.S1.MA1 M308022	Teachers and instructional coach will review student data dashboards to monitor student progress.	Ritchie, Christa	8/10/2016	student data dashboards	5/19/2017 weekly
G1.B3.S1.MA1 M308023	Observe small group lessons to ensure that all students' instructional needs are being met.	Jarrell, Edie	8/10/2016	Small group lesson plans and student work samples.	5/19/2017 weekly
G1.B3.S1.A1 A303145	Teachers will participate in professional development and collaborative planning to ensure that...	Ritchie, Christa	8/10/2016	VLC and WOW agendas	5/19/2017 weekly
G2.B1.S1.MA1 M308025	Collect data on proficiency and growth.	Klein, Kevin	8/10/2016	Assessment scores	5/19/2017 quarterly
G2.B1.S1.MA1 M308026	Review of data summary reports and instructional action plans.	Jarrell, Edie	8/10/2016	Summary reports and action plans.	5/19/2017 quarterly
G2.B1.S1.A1 A303146	Following the grade level assessments, teachers will meet with administration to review current...	Klein, Kevin	8/10/2016	Individualized teacher summary of class performance and action steps for next interim assessments.	5/19/2017 quarterly
G3.B1.S1.MA1 M308028	Collect data on proficiency and growth.	Klein, Kevin	8/10/2016	Assessment scores	5/19/2017 quarterly
G3.B1.S1.MA1 M308029	Review of data summary reports and instructional action plans.	Jarrell, Edie	8/10/2016	Summary Reports and Action Plans	5/19/2017 quarterly
G3.B1.S1.A1 A303147	Following the grade level assessments, teachers will meet with administration to review current...	Klein, Kevin	8/10/2016	Individualized teacher summary of class performance and action steps for next interim assessments.	5/19/2017 quarterly

V. Professional Development Opportunities

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

G1. Wards Creek will increase the number of proficient students in Reading and Math by providing explicit instruction in foundational reading and math skills and academic strategies.

G1.B3 Working to meet grade level expectations while closing learning gaps, given the rigor and pace of the curriculum

G1.B3.S1 Teachers will continue to participate in professional development around the implementation of the Florida Standards. Teachers will analyze student work in relation to the standards and then design and implement differentiated small and large group lessons that will move students toward meeting grade level proficiency.

PD Opportunity 1

Teachers will participate in professional development and collaborative planning to ensure that they have a plethora of instructional tools and strategies to meet the needs of all learners.

Facilitator

Christa Ritchie

Participants

All Classroom Teachers

Schedule

Weekly, from 8/10/2016 to 5/19/2017

G2. Wards Creek will increase the number of students making learning gains in Reading by creating small group differentiated customized learning paths.

G2.B1 Teachers understanding the connection of using data and assessment to drive standards based instruction.

G2.B1.S1 Professional development and collaboration to analyze data and use data to create small group lessons.

PD Opportunity 1

Following the grade level assessments, teachers will meet with administration to review current data and discuss instructional focus.

Facilitator

Kevin Klein

Participants

All classroom teachers.

Schedule

Quarterly, from 8/10/2016 to 5/19/2017

G3. Wards Creek will increase the number of students making learning gains in Math by creating small group differentiated customized learning paths.

G3.B1 Teachers understanding the connection of using data and assessment to drive standards based instruction.

G3.B1.S1 Professional development and collaboration to analyze data and use data to create small group lessons.

PD Opportunity 1

Following the grade level assessments, teachers will meet with administration to review current data and discuss instructional focus.

Facilitator

Kevin Klein

Participants

all classroom teachers

Schedule

Quarterly, from 8/10/2016 to 5/19/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B3.S1.A1	Teachers will participate in professional development and collaborative planning to ensure that they have a plethora of instructional tools and strategies to meet the needs of all learners.	$0.00
2	G2.B1.S1.A1	Following the grade level assessments, teachers will meet with administration to review current data and discuss instructional focus.	$0.00
3	G3.B1.S1.A1	Following the grade level assessments, teachers will meet with administration to review current data and discuss instructional focus.	$0.00
		Total:	$0.00