

East Marion Elementary School



2016-17 Schoolwide Improvement Plan

East Marion Elementary School

14550 NE 14TH STREET RD, Silver Springs, FL 34488

[no web address on file]

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	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	12%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	D	C*	F	D

**Informational Baseline School Grade*

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

School Board Approval

This plan is pending approval by the Marion 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 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	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	7
Effective Leadership	8
Public and Collaborative Teaching	10
Ambitious Instruction and Learning	11
8-Step Planning and Problem Solving Implementation	14
Goals Summary	14
Goals Detail	14
Action Plan for Improvement	16
Appendix 1: Implementation Timeline	21
Appendix 2: Professional Development and Technical Assistance Outlines	22
Professional Development Opportunities	22
Technical Assistance Items	23
Appendix 3: Budget to Support Goals	23

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 East Marion 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.

We would like our parents to remain actively involved as advocates for their children and supporters of our school programs and the staff. Our ultimate goal is to enable our students' lives to be enriched by the education that they will receive, so that they may go into the world be responsive members of society.

b. Provide the school's vision statement.

East Marion Elementary School strives to create an environment which ensures quality learning conditions for our children within a nurturing, safe environment. East Marion staff members will actively engage all students in the learning process and teach students to become critical thinkers, problem solvers and life-long learners.

2. School Environment

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

East Marion Elementary School and PTO work together to provide several yearly activities such as Open House, Safe Halloween, Parent Math Night, Pastries for Parents, and the Spring Carnival to give parents and students a chance to interact with teachers and staff in a more relaxed and social setting.

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

East Marion assigns staff members morning and afternoon "duty stations" to ensure all students are safe. Also, safety patrols are assigned stations throughout the campus every morning and afternoon to assist in getting the students to class and monitor the different areas on campus. All visitors on school campus must provide ID and sign in at the front office in order to receive a visitor badge.

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.

East Marion currently has PBIS (Positive Behavior Interventions and Supports) in place. The school wide PBIS expectations are Do What's Right, Do Your Best, and Treat Others the Way You Want to be Treated (The Big 3). Students are expected to follow the BIG 3 each day they are on campus. By following the BIG 3, students earn "Bobcat Bucks" to spend in the "Bob Shop" or for established activities. These activities include sunglasses day and hat day, trip to the park, quarterly celebrations and an end of the year bounce house. A PBIS boot camp is held twice a year, the BIG 3 is discussed each morning on the announcements and posters are displayed throughout the school. In addition, a detailed behavior checklist has been developed for students that may need additional support.

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.

East Marion's guidance counselor and dean work together in counseling students on an as needed basis. The Marion County School District provides a counselor for students with counseling on their IEP's.

3. Early Warning Systems

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

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

East Marion's early warning system includes several warning indicators such as poor attendance, including suspensions, low academic performance in math and language arts, and low standardized assessment scores.

Students who miss 10 percent or more of available instructional time. Students retained, pursuant to s. 1008.25, F.S.

Students who are not proficient in reading by third grade.

Students who receive two or more behavior referrals.

Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	12	19	24	20	15	17	0	0	0	0	0	0	0	107
One or more suspensions	0	2	9	9	8	18	0	0	0	0	0	0	0	46
Course failure in ELA or Math	0	9	22	35	14	11	0	0	0	0	0	0	0	91
Level 1 on statewide assessment	0	0	0	15	36	57	0	0	0	0	0	0	0	108

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	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	1	7	26	39	21	37	0	0	0	0	0	0	0	131

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

Implementing EIR, Reading Mastery, Corrective Reading school wide, Classroom recognition for attendance, Classroom weekly percentage of attendance posted on doors and in classrooms, perfect attendance certificates, character awards for the month (student demonstrates the behavior), PBIS Program, Check in and Check Out, and other interventions that are set up on an individual students needs. The school will also use social workers for different situations throughout the school year.

B. Family and Community Engagement

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

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

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

2. Description

Parents and guardians will be invited to participate in school activities held throughout the year. In addition parents will receive tools to better communicate with their child's teacher(s). Monthly newsletters and regular Connect 5 calls home will inform parents about activities that are currently on going at the school.

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.

We have a local business partner along with parents, businesses from the community and churches from the community that are involved on a regular basis. The school also sends out a resource center newsletter to the parents.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 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
Corley, Rusty	Principal
Manzanares, Patricia	Assistant Principal
Mason, Erinn	Instructional Coach
Carter, Michael	Dean
Ray, Janice	School Counselor
Frey, Keana	Instructional Coach

b. Duties

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

The school based leadership team should consistently monitor student achievement data and provide intervention opportunities to students as needed. Progress should be monitored and intervention adjusted based on student growth data. The school based team identifies areas in need of improvement and sets annual goals that are articulated in the SIP. An action plan is then created to address each goal area. The team then meets periodically to set individual goals for students and to progress monitor student growth. Teachers are included in conversation of student growth and their professional growth needs are identified and prioritized through these conversations and results of

team meetings. Data is consistently leveraged to adjust the action plan and to address new 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.

The MTSS problem solving teams meet regularly to look at data and develop on-going progress monitoring systems regarding implementation at the school site. Monthly meetings with school leadership provide opportunity for on-going development as well as small group/breakout sessions specific to MTSS.

The MTSS Leadership Team follows the following process:

Step 1: Problem Identification – identify and define the target problem

Step 2: Problem Analysis – attempt to determine why the problem is occurring

Step 3: Intervention Design - decide what is going to be done about the problem

Step 4: Response to Intervention –Monitor progress and determine “Is it working?”

MTSS support occurs at the District and School levels. The District provides support by allocation resources based on need. The District will progress monitor schools on a regular basis looking at student data within Performance Matters. Collaborative conversations will be scheduled during regular meetings with all schools.

Support at the school level includes on-going professional development and recognition of success. Resources will be allocated based on need of both teacher and students.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Rebecca Penuel	Education Support Employee
Krystal Green	Parent
Aja Youngdahl	Parent
Rusty Corley	Principal
Rebecca Stephens	Business/Community
Patricia Manzanares	Education Support Employee
Tonni Craig	Education Support Employee
Heather Rivera	Teacher
Kathleen Simpson	Business/Community
Michael Carter	Teacher
Jeff Penuel	Business/Community

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

The School Advisory Council reviews the SIP from the previous year to determine it's effectness. Suggestions for changes are discussed and made to help improve the current plan.

b. Development of this school improvement plan

The School Advisory Council (SAC) reviews the draft copy of the SIP in May and makes corrections/ changes as needed. The SIP is then reviewed in the fall for it's final revision.

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

The School Advisory council (SAC) is the sole body responsible for the final decision making at East Marion Elementary. The SAC creates and evaluates a parent survey. The data from the parent surveys and other data collected throughout the school year are used in preparation of the SIP.

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

Zero dollars were allocated.

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
Corley, Rusty	Principal
Mason, Erinn	Instructional Coach
Dunn, Susan	Instructional Media
Carter, Michael	Dean
Manzanares, Patricia	Assistant Principal
Ray, Janice	School Counselor
Frey, Keana	Instructional Coach

b. Duties

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

The LLT will identify weakness of skills in literacy and determine ways to build those skills.

D. Public and Collaborative Teaching

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

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

Each new teacher or new to the school teacher is given a mentor teacher to work with. Each grade level has collaborative planning time on Wednesday's. Some grade levels meet every week and others meet every other week. Our "Faculty Meetings" focus on our school wide goal of differentiated instruction . The first Tuesday of each month deal with an article on differentiated instruction and discussion. The second Tuesday deals with differentiated instruction in the area of Writing. The third Tuesday is house keeping, a 10 Minute Inservice from the book " 10 Minute Inservice". We have pre and post data meetings every 6 weeks to discuss pretest results. Substitutes are hired so the teachers have more time to collaborate. We encourage positive communication by focusing on the areas that we can control and do not dwell on the areas that we cannot control.

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

1. District electronic application process allows candidates to apply for positions from across the nation.
2. District new teacher orientation
3. Teacher mentor program for teachers new to the profession and new to the school
4. Teacher mentor program for teachers in need of curriculum and classroom management support

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

Each new teacher is assigned a mentor peer teacher. Teachers new to a grade level are assigned an on-grade level partner. New teachers meet daily with their mentors. New teachers are also given a substitute teacher periodically allowing them time to observe other classroom teachers. Mentors are selected by years of experience. The Reading and Math Coaches are also available as mentors.

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.

Core instructional programs and materials are provided by the Marion County School District to insure alignment to Florida's 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.

We use AIMS web, FSA, and other data to drive our differentiated instruction. We are using differentiating instruction through small and large group instruction. Students are being served in EIR, Reading Mastery and Corrective Reading along with Successmaker and Rewards.

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: 60

There are two 45 minute intervention/enrichment blocks for grade levels K-5 and one uninterrupted 90 minute ELA block.

Strategy Rationale

The extra reading block and the uninterrupted ELA block will increase the knowledge of the students.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Mason, Erinn, erinn.mason@marion.k12.fl.us

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

AIMSWeb, Data Notebooks, Testing throughout the year to monitor the effectiveness of the strategy through student growth.

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. Â§ 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.

STAGGER START is a district initiative to assist students in transitioning into local elementary schools. Six (6) students per day attend school the 1st, 2nd, and 3rd days, giving teachers the opportunity to administer assessments, to develop one-on-one relationship with students and to eliminate anxiety is the primary focus of STAGGER START.

Florida's Voluntary Pre-K, Headstart, and Hippy (Home Instruction for Parents of Preschool Youngsters) are programs currently implemented throughout the district to assist preschoolers with early literacy skills. Ongoing communication is provided to parents regarding these programs. Federal and state funding is used to provide programs for our preschool children. Staff members are responsible these skills to be monitored.

A Title I Four Year Old Voluntary Pre-K is currently in place at the school. The Alphabet Recognition Assessment and the TERA-3 (Test of Early Reading Abilities) are administered to identify students with low readiness rates, to inform instruction, and to evaluate success of the program. Early Literacy Learning Model (ELLM), a research based curriculum is implemented in all Title I preschool programs. These programs will be used as evaluation tool as well. Teachers are responsible for implementing strategies.

MCPS provide an Exception Student Education Pre-K Program at our schools for eligible 3 thru 5 year olds. All students are fully integrated into the school thus helping them transition to Kindergarten. MCPS also provides a Summer VPK Program for all eligible Pre-K students.

FLKRS and ECHOS administered to kindergarteners within the first 30 days to evaluate the effectiveness of these our Pre-K programs.

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.

N/A

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

N/A

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

N/A

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.

N/A

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If we focus our efforts on differentiated instruction and administer it with fidelity, then student scores will improve.

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. If we focus our efforts on differentiated instruction and administer it with fidelity, then student scores will improve. 1a

G084106

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	40.0
FSA Mathematics Achievement	41.0

Targeted Barriers to Achieving the Goal 3

- Lack of differentiated instruction that requires students to improve the skills that are creating gaps in their education.
- Lack of time for teachers to collaborate in planning lessons and examining individual student data.
- Larger class sizes make it more difficult for small group instruction from the teacher.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Title I funding.
- Internal Funding

Plan to Monitor Progress Toward G1. 8

The data from AIMS web will be evaluated throughout the school year for each student.

Person Responsible

Patricia Manzanares

Schedule

Monthly, from 8/10/2016 to 6/1/2017

Evidence of Completion

The graphs that are collected throughout the year show each students growth. The graph will allow the leadership team to determine if the students are showing signs of the proper 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. If we focus our efforts on differentiated instruction and administer it with fidelity, then student scores will improve. **1**

 G084106

G1.B1 Lack of differentiated instruction that requires students to improve the skills that are creating gaps in their education. **2**

 B223472

G1.B1.S1 Professional development for teachers and staff to increase the use of differentiated instruction within the classroom (Standards based DI through Centers, Fred Jones, etc.) **4**

 S235782

Strategy Rationale

Teachers will be able to utilize the new skills learned through professional development to increase effective standards based instruction within differentiated instruction by using centers/ small group.

Action Step 1 **5**

Professional development and materials will be provided on differentiated instruction.

Person Responsible

Erinn Mason

Schedule

Monthly, from 8/10/2016 to 6/1/2017

Evidence of Completion

Sign in sheets and course data will be collected from True North Logic.

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

The assistant principal and the reading coach will provide coaching and modeling in the correct use of differentiated instruction.

Person Responsible

Rusty Corley

Schedule

Monthly, from 8/17/2015 to 6/1/2016

Evidence of Completion

By the end of the first semester, 70% of the teachers will be utilizing the strategies effectively.

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

Classroom observations will be conducted to determine if the teachers are utilizing the information from the professional development correctly or need assistance.

Person Responsible

Rusty Corley

Schedule

Monthly, from 8/10/2016 to 6/1/2017

Evidence of Completion

True North Logic will be used to collect observation notes.

G1.B2 Lack of time for teachers to collaborate in planning lessons and examining individual student data.

2

 B223473

G1.B2.S1 Provide additional time for teacher collaboration and data analysis of their students' performance. (Data Chats, Tier Talks, Grade Level Collaboration) 4

 S235783

Strategy Rationale

Additional time to collaborate with follow teachers will improve lesson planning for quality instruction and analysis of student performance in order to plan appropriate interventions.

Action Step 1 5

Teachers get together during planning time in order to evaluate data and to collaborate strategies in the classroom.

Person Responsible

Patricia Manzanares

Schedule

Quarterly, from 8/1/2016 to 6/1/2017

Evidence of Completion

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

Administration and instructional coaches will attend data team and collaborative planning.

Person Responsible

Rusty Corley

Schedule

Quarterly, from 8/10/2016 to 6/1/2017

Evidence of Completion

Progress Monitoring Plans for each student will be monitored for correct completion.

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

The leadership team will monitor student performance on AIMSweb reading and math data , RWAs (reading/writing assessments) and science Focus Calendar Assessments for science to determine if adjustments need to be made to collaborative planning and data team / child study team meetings.

Person Responsible

Rusty Corley

Schedule

Quarterly, from 8/10/2016 to 6/1/2017

Evidence of Completion

Students will make progress in their target area.

G1.B3 Larger class sizes make it more difficult for small group instruction from the teacher. 2

 B223474

G1.B3.S1 Provide paraprofessionals with training for the different interventions used on campus (EIR, Corrective Reading, etc.) and additional materials or equipment to support rigorous instruction for each student's level and individual needs. 4

 S235784

Strategy Rationale

Students benefit from additional small group instruction utilizing a variety of resources and materials to meet their individual needs and learning styles.

Action Step 1 5

Determine where additional paraprofessionals and materials or equipment is needed.

Person Responsible

Rusty Corley

Schedule

On 6/1/2017

Evidence of Completion

Materials and equipment needed will be ordered and paraprofessionals hired.

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

We will provide training to paraprofessional and/or teachers on the use of materials and equipment.

Person Responsible

Erinn Mason

Schedule

Evidence of Completion

Our school calendar will identify when the trainings took place.

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

Classroom observations will be conducted to determine if the staff members are utilizing the materials and equipment appropriately or need assistance in order to enhance student learning.

Person Responsible

Erinn Mason

Schedule

On 5/31/2017

Evidence of Completion

Fidelity checks will show 80% are utilizing programs correctly.

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.B3.S1.MA1 M309513	We will provide training to paraprofessional and/or teachers on the use of materials and equipment.	Mason, Erinn	8/12/2016	Our school calendar will identify when the trainings took place.	No End Date one-time
G1.B1.S1.MA1 M309509	The assistant principal and the reading coach will provide coaching and modeling in the correct use...	Corley, Rusty	8/17/2015	By the end of the first semester, 70% of the teachers will be utilizing the strategies effectively.	6/1/2016 monthly
G1.B3.S1.MA1 M309512	Classroom observations will be conducted to determine if the staff members are utilizing the...	Mason, Erinn	8/31/2016	Fidelity checks will show 80% are utilizing programs correctly.	5/31/2017 one-time
G1.MA1 M309514	The data from AIMS web will be evaluated throughout the school year for each student.	Manzanares, Patricia	8/10/2016	The graphs that are collected throughout the year show each students growth. The graph will allow the leadership team to determine if the students are showing signs of the proper growth.	6/1/2017 monthly
G1.B1.S1.MA1 M309508	Classroom observations will be conducted to determine if the teachers are utilizing the...	Corley, Rusty	8/10/2016	True North Logic will be used to collect observation notes.	6/1/2017 monthly
G1.B1.S1.A1 A304090	Professional development and materials will be provided on differentiated instruction.	Mason, Erinn	8/10/2016	Sign in sheets and course data will be collected from True North Logic.	6/1/2017 monthly
G1.B2.S1.MA1 M309510	The leadership team will monitor student performance on AIMSweb reading and math data , RWAs...	Corley, Rusty	8/10/2016	Students will make progress in their target area.	6/1/2017 quarterly
G1.B2.S1.MA1 M309511	Administration and instructional coaches will attend data team and collaborative planning.	Corley, Rusty	8/10/2016	Progress Monitoring Plans for each student will be monitored for correct completion.	6/1/2017 quarterly
G1.B2.S1.A1 A304091	Teachers get together during planning time in order to evaluate data and to collaborate strategies...	Manzanares, Patricia	8/1/2016		6/1/2017 quarterly
G1.B3.S1.A1 A304092	Determine where additional paraprofessionals and materials or equipment is needed.	Corley, Rusty	7/1/2016	Materials and equipment needed will be ordered and paraprofessionals hired.	6/1/2017 one-time

V. Professional Development Opportunities

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

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Professional development and materials will be provided on differentiated instruction.				\$0.00
2	G1.B2.S1.A1	Teachers get together during planning time in order to evaluate data and to collaborate strategies in the classroom.				\$0.00
3	G1.B3.S1.A1	Determine where additional paraprofessionals and materials or equipment is needed.				\$177,824.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide	Title I, Part A		\$174,011.00
			Notes: Salaries for paraprofessionals			
			District-Wide	Title I, Part A		\$3,813.00
			Notes: Supplemental materials to support instruction			
Total:						\$177,824.00