Martin County School District

Warfield Elementary School

2016-17 Schoolwide Improvement Plan

Warfield Elementary School

15260 SW 150TH ST, Indiantown, FL 34956

martinschools.org/o/wes

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 KG-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	96%

School Grades History

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

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 Martin County School Board on 11/15/2016.

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,](section) 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:](Rule)

- 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 Warfield Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	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.

The mission statement of the Martin County School District is 'Educating all students for success'.

The faculty and staff of Warfield Elementary School are dedicated and accountable to the children, parents, and community. We work collaboratively to provide successful educational experiences so all students become environmentally conscious and productive citizens.

b. Provide the school's vision statement.

The vision statement for the Martin County School District is, 'A dynamic educational system of excellence.'

The staff and students at Warfield Elementary School are STARS, representing that everyday in every way we are:
Striving for success
Thriving on teamwork
Acting responsibly
Reaching academic excellence
Showcasing cultural diversity

2. School Environment

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

The school student demographics have not changed significantly in the history of the school. The school staff have implemented their learned knowledge from a variety of professional development sessions and book studies on cultural diversity,second language acquisition, and traditions and the importance of building positive relationships with students (especially those in poverty).

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

The expectation of our school learning environment (which for some students begins at the morning bus stop) is a climate of respect. Students are expected to respect our staff and one another. In addition, our staff is expected to model respect to the students through their interactions. Students are regularly greeted by name throughout the day by all staff members and they are encouraged to respond to the greeting. At the beginning of the year, classroom, school,and bus safety drills are conducted in order to build students' understanding and to ensure procedures are followed in an efficient manner.

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.

Our school is a PBIS school whose mission is to implement a consistent, proactive process that supports positive behavior for the purpose of building a positive school-wide community. Our school

has established expectations (Safety, Teamwork, Acting Responsibly, Respect) and rules along with a Behavior Guidelines Flowchart which provides teachers with a sequence of steps to implement appropriate interventions. Our emphasis is focused on student learning and teachers effectively minimize classroom disruptions. Throughout the year, all staff are trained on the components of the PBIS program and the expectations for implementing them. Students who have difficulty within this system are provided with additional supports to determine the function of their behavior and apply individualized strategies to meet the students' needs. Warfield has been recognized as a FLPBIS Gold Model School for the past two years and has reapplied for this school year.

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.

The school collaborates with two counseling agencies. Tykes and Teens is on site and provides individual counseling to students and their families. Legacy Behaviors Services is a local agency who provides services to students and their families at school and in their homes. In addition, our guidance counselor provides individual and small group counseling to address social/emotional, incidental and chronic issues effecting students. She acts as a liaison between the school and these agencies to ensure consistency and communicates effective strategies to school personnel to support our students at school. The guidance counselor conducts numerous Character Counts and Anti-Bullying programs during our Early Release Days. Our 'check in/check out' mentoring system also provides additional support.

3. 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).

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

The school's early warning system includes several indicators such as students' attendance rates; the number of students retained and promoted with remediation; students who are not considered proficient in reading or math by grade 3; number of students receiving Tier 2 and 3 intervention support; students who received one or more behavior referrals that lead to suspension; number of students receiving a Level 1 on the statewide, standardized assessments in ELA or math. Additional data for determining early warning signs is obtained from iReady (reading and math), WIDA (language acquisition), school and district formative and summative assessments .

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	15	4	6	8	5	0	0	0	0	0	0	0	0	38
One or more suspensions	0	2	0	0	0	0	0	0	0	0	0	0	0	2
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	66	58	0	0	0	0	0	0	0	0	124
Number of student retentions	22	30	23	19	1	0	0	0	0	0	0	0	0	95

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	0	0	0	5	3	0	0	0	0	0	0	0	0	8

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

These students are progress monitored by the MTSS team, which includes a host of specialized personnel, and parents. The team effectively determines causes, recommends appropriate interventions and reviews data to ensure fidelity of implementation. The number of students identified by the district's system (FOCUS) as exhibiting two or more early warning indicators does not cross reference all the indicators as listed above. Therefore, there could be additional students who meet this criteria.

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?
Yes

1. PIP Link
The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/ 318607.

2. Description
A PIP has been uploaded for this school or district - see the link above.

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.

Local agencies and groups (recreational, housing, medical, library, Boys & Girls Club, YMCA, etc.) regularly attend the school's open house and parent conference nights to showcase their services and provide information (in English and Spanish) to families. The Indiantown Education Coalition has been an on-going community partner with our school providing yearly education mini-grants to teachers. The Education Foundation of Martin County provides grant opportunities and school wide classroom adoptions. The school and local businesses have an on-going reciprocal relationship for special events, celebrations and ceremonies. Our Green School Club developed a neighborhood clean up and recycling initiative (iTown Cares) involving county agencies (Solid Waste Authority, Waste Management, and Keep Martin Beautiful) in collaboration with Warfield staff and students.

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
Menken, Ivy	Principal
Ferreira, Jean	Assistant Principal
Bacchiochi, Jennifer	Instructional Coach
Goddard, Jennifer	School Counselor
Icabalceta, Kathleen	Instructional Coach
Gilbride, Angie	Assistant Principal
Mungenast, Danielle	Instructional Coach
Leigh, Amanda	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 Leadership Team is comprised of our coaches, (instructional and problem-solving), guidance counselor and administration who provide diverse and differentiated perspectives to ensure all school-based decisions are implemented effectively and with fidelity. The School Leadership Team meets monthly or more often as needed.
The administration (Principal and Assistant Principals) are responsible for the determination and implementation of curriculum, instructional practices/methods, student management system, collaboration with all stakeholders and overall operation of the facility. Our three instructional coaches act as liaisons between instructional personnel, district and administration to provide academic support to students and teachers and paraprofessionals and professional development to present district and school-based initiatives. Our Intervention and Problem Solving Coach is responsible for actively facilitating the problem-solving process to ensure appropriate academic and behavioral supports and interventions are provided to students based on their needs and are implemented with fidelity. Our guidance counselor is responsible for facilitating the problem-solving process monitoring the students' response to instruction/intervention and assisting the school on how to set up a multi-tiered system of supports for student academics and behavior.

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 Process:
The members of the MTSS team include: intervention problem solving coach, guidance counselor, teachers, speech and language therapist, school psychologist, interventionists, district program specialist, parents, public health nurse, therapists from other counseling services, and administration. MTSS meetings occur weekly and more frequently as needed. The school has several resources/ programs that are implemented by academic and/or behavioral personnel as well as several online programs to address reading and math deficiencies. The team determines the type of resource, intensity and duration that would be most applicable to meet the student's needs.
The role of the MTSS team members is to help all students be more successful in school within which student RtI data and the planning/problem-solving process are used to improve the effectiveness of instruction (academic and behavioral) as measured by student learning growth. The systemic planning and problem-solving process refers to the process or action cycle that teams engage in. When a student is struggling academically and/or behaviorally the following steps will be taken:
1. Teacher has differentiated instruction/Implemented classroom interventions/Sought out assistance

from grade level team. Did this work?
** Yes - Continue & Monitor progress
** No -Teacher completes yellow folder and submits to Guidance Counselor (Incomplete folders will be returned) > MTSS Meeting to schedule to Problem Solve > Were Core interventions documented and implemented with Fidelity? >
2. Tier 2 -- Did this work?
** YES - Continue/Fade/ Monitor
** NO - Problem Solve /continue to collect data/ Modify Interventions >
3. Student continues to struggle >Tier 3 (Implement concurrently with Tier 2 Interventions) Did this work?
** YES - Continue/Fade/ Monitor
** NO Problem Solve /continue to collect data/ Modify Interventions (Continue all Interventions) >
4. Parent Permission to screen (Vision, hearing, KBIT, KTEA, Behavior, processing, memory, Conners, Vanderbilt) >Review results >MTSS Team to consider Full Psycho-educational Evaluation (Academic, Cognitive, IQ, Processing, Memory, Speech, Language, Functional, Behavioral, ASD Checklists)

Additional Instructional Support Services:
Our school utilizes funds to provide explicit, supplemental intervention support to students who have deficits in reading and math through the use of our interventionist and two instructional coaches. The interventionist provides intervention services to students every day and throughout the day. Our coaches meet with students weekly, as well as teachers to provide remediation, modeling, support and feedback. All instructional support personnel utilize any local or district resources to provide support to students based on need. We also utilize our STEM Lab teachers to complement and enhance the content instruction occurring in the general education setting through laboratory experiments and hands-on activities.

Breakfast and Lunch programs:
Our school provides a summer breakfast and lunch program at no cost for any student age 5 to 18. This program is the responsibility of our school cafeteria manager and staff. The cafeteria staff implement this program based on the guidelines for free and reduced lunch program. In addition, in collaboration with the Dept. of Agriculture, a daily, school-wide healthy snack program is in place for all students. Students are provided with a monthly 30 min. nutrition program promoting healthy living that corresponds to the snacks they are given.

Summer Jump Start and Intervention Camp programs:
Our summer program is planned and implemented by administration and teachers. Our school offers a 15-day Jump Start for transitioning Kindergarten students as well as a full day/full summer VPK program for preK students who have not used their VPK vouchers during the regular school year. The purpose of the Jump Start and VPK programs is to acclimate students to school expectations, gather information about their academic abilities and teach readiness skills. This program is especially important for students who lack any previous schooling (PreK). In addition, we have an Intervention Camp for students transitioning to the next grade level in KG-4th who have identified deficiencies in reading and math. The desired outcome is to strengthen areas of deficits in reading, math and writing using prescriptive data and a smaller class size (10). Bus service is provided to increase the involvement in these programs. Resources are determined based on all available assessment data, and are varied and differentiated to address students' needs.

After School Programs:
Academic Though the Arts and After School Tutoring Programs:
Our after school programs are planned by our interventionists, teachers and administration. Our school provides after school programs two days per week for students. The focus of these programs is to provide supplemental academic instruction and vocabulary development in the areas of ELA,

math and STEAM. Class sizes are small groups and the instructional focus varies based on the needs of the students. Resources are determined based on all available assessment data, and are varied and differentiated to address students' needs. Bus service is provided to increase the involvement in this program.

Implementation of the Workshop Model:
This year our focus is to strengthen our core curriculum through the implementation of the workshop model in all subject and content areas. Instructional personal will continue to enhance their knowledge and understanding of the standards and performance scales to build their pedagogical skills. We are continuing to build and focus on each student's capacity as a reader, writer, mathematician, and scientist. This daily approach to instruction as well as the district's Frameworks represent the school's core curriculum.

Language Acquisition and Accountable Student Talk:
As a school, with a high ELL population, we recognize the need to address language acquisition and accountable student talk. Instructional personnel will be provided with professional development focused on understanding our students' oral language development, second language acquisition and the effect it has on the student learning and achievement.

Additional Academic Supplemental programs:
All instructional personnel will utilize supplemental programs that are online or web-based (iReady and Imagine Learning) which are used to provide remediation, enrichment and extra practice on a daily or weekly basis (depending on the student's need).

Field Trip Experiences:
Teachers plan and implement a variety of field trips throughout the year to build students' background knowledge, vocabulary and language as they strive to make connections to the content being taught to them. After returning from a trip, students engage in follow up activities in ELA, math, science and social studies to support making connections to the content areas.

Parent/Family Involvement:
To maximize parental attendance at all school functions, translation services are provided and all forms of communication are provided in English and Spanish. The school's instructional coaches, literacy council, teachers, parent liaison and administration plan and implement three Family Nights focusing on ELA, Math, Science and Technology. Students participate in these events with their parents and siblings and receive a variety of resources/materials directly connected to the activities families can use at home. In addition, a Family Fun run (through the Indiantown neighborhood) is planned and implemented by the PE teacher to promote staff, student and family healthy life styles. Our PBIS team also sponsors and supports several events, such as Take Your Special Person to School days and monthly student recognitions in which parents are invited. They are also invited to MTSS and IEP meetings and parent teacher conferences. They regularly attend all of these involvement opportunities.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Ivy Menken	Principal
Jean Ferreira	Education Support Employee
Nicolas Martinez	Education Support Employee
Gloria Drayton	Teacher
Sandra Dennis	Teacher
Kathleen Moeller	Teacher
Priscilla Reed	Teacher
Kim Hubbard	Teacher
Sally Critoph	Parent
Alma Flores	Parent
Amanda Williams	Parent
Cecilia Marcos	Parent
Flora Pascual	Parent
Kilina Pacheco	Parent
Sandra Sanchez	Parent
Harry Samoaya	Parent
Brizelda Montenengro	Education Support Employee
Margarita Pedro	Parent
Genesis Vivas	Parent
Nancy Pille	Education Support Employee
Maria Juan	Education Support Employee
Rubicela Samayoa	Education Support Employee
Yolonda Edwards	Teacher
Robin Newman	Teacher
Dee Mungenast	Teacher
Cynthia Bocken	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

Our first School Advisory Council (SAC) meeting is September 14, 2016, at which time the SIP plan will be comprehensively reviewed, discussed and revised with all stakeholders. They will have the opportunity to discuss the overall progress of last year's goals, action steps and outcomes based on student evidence and data. This discussion will provide necessary input to continuing, revising and/or adding goals to this years School Improvement Plan.

b. Development of this school improvement plan

The SAC gives input to the School Leadership Team as the plan is developed. Factors influencing its development are: performance data, current instructional initiatives and targeted areas for improvement. SAC also plays a key role in the parental involvement component of this plan giving

recommendations for how to best maintain parents active participation on school-related events, functions, training and conferences.

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

At the first SAC meeting, the SIP goals will be reviewed and discussed. All SAC members are encouraged to provide valuable input and feedback to assist in determining how the budgetary funds will be allocated and spent. They are responsible to progress monitor the alignment and expenditure of these funds and to ensure alignment to the established goals and action steps.

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

1. Balanced literacy, language acquisition and math professional development ($3,523)
2. Balanced literacy, language acquisition and math supplies ($2,357)

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
Menken, Ivy	Principal
Ferreira, Jean	Assistant Principal
Bacchiochi, Jennifer	Instructional Coach
Goddard, Jennifer	School Counselor
Icabalceta, Kathleen	Teacher, ESE
Mungenast, Danielle	Instructional Coach
Gilbride, Angie	Assistant Principal

b. Duties

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

The Literacy Leadership Team (LLT) meets monthly to review data to make instructional decisions, determine and align instructional practices to appropriate resource and professional development activities. The LLT plans and implements Family Literacy Night as well as other school and family events focused on literacy. The members of the LLT along with other school leadership team members provide on-going support to professional learning teams (PLT's) as they collaborate to enhance their pedagogical knowledge and application and develop common formative and summative assessments.

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.

Grade level teams share a common planning time and regularly plan together and make decisions regarding curriculum and instructional practices. Smaller collaborative teams meet as well to plan lessons, share common activities/assessments and to confer about how to best support student learning. The components of our school-wide WE GROW initiative includes:
1. All instructional personal are active members of a Professional Learning Community (PLC).
2. C3 (Collaborative Coaching Conversations) are extensions of PLC work where grade level teams collaboratively plan their standards-based instruction.
3. Professional Development is focused on training and enhancing teachers pedagogical skills.
4. The Coaching Cycle utilizes our instructional coaches to confer with teachers, model and observe in classrooms and then provide reflective feedback.
5.Our school Sunshine Club is an organization that promotes positive staff collaboration and camaraderie through a variety of planned social functions and events.
6. Our Faculty Council has representatives from each grade level/department as well as administration. The purpose of this committee is to actively involve faculty and staff in the decision-making process of the school and to facilitate the dissemination of information to and from their colleagues.
7. As a means to strengthen and build the expertise of our instructional personnel, teachers select a content area (academic, technology) and serve as the liaisons for school and district activities, events, adoptions and professional development.

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

The district pays a recruitment and retention supplement to teachers to recruit, develop and retain highly qualified instructional personnel. All teachers and paraprofessionals must be highly qualified to secure a teaching position at our school. 99% of the instructional staff are ESOL endorsed, as well.

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

New teachers to Warfield Elementary are assigned a mentor who regularly meets with them on an informal and formal basis to address curriculum, instructional practices and daily operational procedures. Teacher assignments are made based on years of experience and similar grade level. Teacher assignments can be voluntary or assigned by administration. Several mentoring meetings are held throughout the year and the school leadership team provides additional support and direction to the mentors and their mentees. The district provides new teacher orientation as well as a series of on-going professional development opportunities. A district initiative established a mentor lead teacher at each school site to act as liaison between the school and district to ensure accurate general information, policies and procedures were disseminated to new teachers in a timely, efficient and effective manner. The district also established a beginning teacher mentor support program.

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.

The core curriculum at our school has been driven by student mastery of the Florida State Standards connected to the appropriate grade level. Keeping the Florida State Standards as a focal point, the teachers utilize a variety of instructional resources (District Instructional Frameworks, Teacher's College Reading Units of Study, math basal series, Ready MAFS/LAFS, CPalms, etc.) to provide differentiated and targeted instruction to students. The ELA block provides a Balanced Literacy approach to the delivery of instruction that includes a workshop structure for instruction. The district has developed Instructional Frameworks in ELA, Math, Science and Social Studies which currently includes activities, resources and a timeline for assessing the standards. The district developed summative assessments and school-site professional learning teams will work collaboratively to develop common formative assessments. The district is using a standards-based grading system for grades KG - 5th.

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 utilize data from a variety of sources which include: student classwork, formative and summative classroom assessments (reading and math), iReady data in reading and math, Fountas & Pinnell running reading records, Literacy First Phonological Awareness, Martin County phonics and Bear spelling assessments, district science benchmark assessments, instructional observations and WIDA data.
Based on information obtained from these sources, student instruction is regularly differentiated based on students' strengths and deficiencies using small group instruction, individual conferring and differentiated assignments and homework. Our MTSS team makes recommendations based on a portfolio of data (academic, second language acquisition, behavioral, medical, attendance, environmental) for students to receive Tier 2 and 3 interventions which provide them with additional time and support beyond the classroom with an interventionist. Students are also selected using available academic data for our after school tutoring and/or our summer intervention camp programs.

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: After School Program

Minutes added to school year: 2,400

After school tutoring is conducted by certified teachers for students in kindergarten through fourth grades. It provides 75 additional minutes per day, two days a week of focused remedial/ enrichment instruction in the areas of ELA, math and science. After school tutoring will be conducted in the 2nd semester this school year.

Strategy Rationale

The rationale for this strategy is to provide more time and intensity (small groups of 10) focused on students' individual needs to support their learning gains.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Menken, Ivy, menkeni@martin.k12.fl.us

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

Data from iReady, Imagine Learning, Literacy First, ELA formative and summative assessments, and WIDA and are utilized to determine the effectiveness of this strategy.

Strategy: Summer Program

Minutes added to school year: 18,000

The summer VPK program included Pre-K students who had not used their VPK voucher during the regular school year. The students were provided with an intense curriculum which included pre/post assessments. This full day program was from June 2016 until August 2016.

Strategy Rationale

To provide the students with a curriculum-rich, academic readiness program and provide continuity between the regular school year and summer program to prevent summer academic loss.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Ferreira, Jean, ferreij@martin.k12.fl.us

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

VPK Pre/Post assessment, FLKRS data, student attendance records

Strategy: After School Program

Minutes added to school year: 2,280

One day per week, teachers receive a paid stipend for an additional hour of professional development to deepen their understanding of ELA and Math standards and plan for the application of this knowledge into their core instruction.

Strategy Rationale

Teachers need to build their foundational knowledge of the content standards and need time to plan how to implement their acquired knowledge. This collaboration helps to ensure a guaranteed and viable curriculum across all grade levels.

Strategy Purpose(s)

- Core Academic Instruction

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Menken, Ivy, menkeni@martin.k12.fl.us

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

District and school summative and formative assessments, administrative observations, coaching visits, teacher lesson plans will be used to ensure the standards-based curriculum is being implemented effectively.

Strategy: After School Program

Minutes added to school year: 1,800

Academics through the Arts clubs are conducted by certified teachers for students in second through fourth grades. It provides 60 additional minutes per day, two days a week of focused developing students' academic vocabulary, critical thinking skills and content area knowledge in ELA, math and science.

Strategy Rationale

The rationale is to have students more actively engaged in project-based learning activities focused on the arts (music, art, physical education) as well as science and technology. Students will increase their knowledge of Tier 3 academic vocabulary, critical thinking skills and content area knowledge through their participation in these program activities.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Menken, Ivy, menkeni@martin.k12.fl.us

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

Academic Through the Arts programs will conduct a pre & post assessment to determine students' growth over the course of the program.

Strategy: Summer Program
Minutes added to school year: 4,320

Each summer (in June), any student who registers for kindergarten is invited to attend our Jump Start to Kindergarten Program which focuses on academic readiness and social emotional skills. In addition to the Jump Start program, students in grades KG - 3 who have been 'promoted with remediation' to the next grade level are provided with targeted intervention instruction in reading and math in our Intervention Camp program. Both programs are a half day (4 hours) for 10-15 days with lower student to teacher ratios (10:1).

In the Jump Start program, teachers have an opportunity to screen and observe students so they can be appropriately grouped for the next school year. The students have an opportunity to become acclimated to the school environment and the expectations for their learning, behavior and work habits. Approximately 75 to 80% of the incoming kindergarten students participate in this program.

In the Intervention program, teachers analyze current academic data and provide instruction that targets deficit areas in reading and math.

Strategy Rationale

The rationale for this strategy is to provide more time and intensity (small groups of 10) focused on students' individual needs to support their learning gains. For the transitioning KG students, the Jump Start program provides school personnel with important readiness information to determine groupings/placements for the upcoming school year.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Ferreira, Jean, ferreij@martin.k12.fl.us
Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

In the Jump Start Program, teachers give an end-of-program academic readiness screener developed by the school district to assist with appropriate class placement and academic groupings for the upcoming school year. The students are then tracked using additional data (FLKRS, iReady, Pre/Post assessments, Fountas & Pinnell, school grades) throughout the year to determine the effectiveness of this program.

In the Intervention Camp, teachers analyze current data (Fountas & Pinnell, Pre/Post assessments, FLKRS, classroom assessments) to determine specific deficit areas in reading and math. Students with similar deficit areas are grouped for specific, targeted interventions. The students are then tracked using additional data (iReady, Pre/Post assessments, Fountas & Pinnell, school grades) throughout the year to determine the effectiveness of this program.

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.

Each year in April and May, three different local Pre-K providers collaborate with school officials to schedule a Pre-K to Kindergarten transition visit for students, support personnel and parents. These visits also include children who have no previous schooling and their parents. The visits provide students and parents an opportunity to tour the campus, visit KG classrooms and special areas (art, music, P.E.), and receive a snack in the cafeteria. Parents are able to ask questions and receive information to support transitioning their child(ren) to kindergarten.

Each summer (in June) any student who registers for kindergarten is invited to attend our Jump Start to Kindergarten program. This is a half day program for 10-15 days focusing on academic readiness and social emotional skills. Teachers have an opportunity to screen and observe students so they can be appropriately grouped/placed for the next school year. The students have an opportunity to become acclimated to the school environment and the expectations for their learning, behavior and work habits. Approximately 75 to 80% of the incoming kindergarten students participate in this program.
The summer VPK program included Pre-K students who had not used their VPK voucher during the regular school year. The students were provided with an intense curriculum which included pre/post assessments. This full day program was from June 2016 until August 2016.

In March of each year, the local Pre-K providers collaborate with school officials to plan and present a Transition to Kindergarten Parent Night. Parents of all three local Pre-K providers as well as those whose children haven't been enrolled in a Pre-K program are welcome to attend this meeting. The school's kindergarten teachers and administration present information (in English and Spanish) to parents focusing on what to expect in kindergarten and how to make the transition to school easier. Parents are provided with written information, as well.

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.

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

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

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.

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"Â? 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. Increase the quality of Science instruction and infusion of STEM activities across the content areas.

G2. Increase student number sense proficiency and learning gains in Mathematics.

G3. Increase the percentage of students achieving proficiency (level 3 or above) and learning gains in ELA.

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. Increase the quality of Science instruction and infusion of STEM activities across the content areas.

`1a`

🔑 G087217

Targets Supported `1b`

Indicator	Annual Target
Statewide Science Assessment Achievement	50.0

Targeted Barriers to Achieving the Goal `3`

- Teachers struggle to effectively integrate STEM content and activities into the core curriculum.

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

- Science State Standards, leveled non-fiction Science texts, district STEM coordinator, school STEM, Media and Learning Lab teachers, science lab materials

Plan to Monitor Progress Toward G1. `8`

Student STEM growth will be monitored through district Science benchmark assessments and student standard based progress reports.

Person Responsible

Ivy Menken

Schedule

Quarterly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Standard based progress reports, district STEM benchmark assessments

G2. Increase student number sense proficiency and learning gains in Mathematics. `1a`

🔑 G087218

Targets Supported `1b`

Indicator	Annual Target
FSA Mathematics Achievement	63.0

Targeted Barriers to Achieving the Goal `3`

- Teachers lack the depth of knowledge regarding best practices for implementation of differentiated and diverse instructional strategies to target number sense.

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

- Math best practices and methodologies

- iReady Instruct, Go Math, Ready MAFS, CPalms, District Math Frameworks, Math in Practice, Number Talks

- Evidence-based math resources for core curriculum and targeted interventions

Plan to Monitor Progress Toward G2. `8`

Progress monitoring data will be collected and analyzed (local and district) to ensure the effectiveness of professional development provided to the instructional staff. The school and district Math Coaches will provide support to other instructional personnel, as needed.

Person Responsible

Jean Ferreira

Schedule

Every 2 Months, from 8/9/2016 to 5/26/2017

Evidence of Completion

Teacher lesson plans and classroom observations; iReady math reports, common formative/ summative assessments

G3. Increase the percentage of students achieving proficiency (level 3 or above) and learning gains in ELA.
`1a`

🔍 G087219

Targets Supported `1b`

Indicator	Annual Target
FSA ELA Achievement	40.0
ELA/Reading Gains	55.0
ELA/Reading Lowest 25% Gains	60.0

Targeted Barriers to Achieving the Goal `3`

- Our student population is comprised of 75% English Language Learners; therefore, their second language acquisition impacts their level of ELA proficiency.

- Instructional staff needs a deeper understanding of the rigor of the Florida State Standards.

- Teachers require additional professional development and aligned, evidence-based resources to more effectively strengthen the core curriculum and provide targeted interventions to students.

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

- Literacy Coaches, administration and district literacy personnel will plan, model lessons, provide feedback, and provide resources for instructional staff during classroom instruction and the WE GROW PLC/PD coaching cycle.

- Teacher's College Project Reading Units of Study for all classroom teachers.

- District Instructional Frameworks and assessment guides developed for K-5.

- Evidenced-based instructional materials to provide targeted interventions.

Plan to Monitor Progress Toward G3. `8`

The data to be collected includes: iReady Diagnostic and Progress Monitoring reading data, Fountas and Pinnell reading running records, teacher formative and summative assessments.

Person Responsible
Angie Gilbride

Schedule
Monthly, from 8/15/2016 to 5/30/2017

Evidence of Completion
Teacher lesson plans/unit plans, classroom visits and observations, iReady school, grade level, teacher and student ELA reports, WIDA assessments

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. Increase the quality of Science instruction and infusion of STEM activities across the content areas. `1`

🔍 G087217

G1.B1 Teachers struggle to effectively integrate STEM content and activities into the core curriculum. `2`

🔍 B231833

G1.B1.S1 Implement supplemental STEM support during WE CARE enrichment time, on early release days, and after school STEM programs. `4`

🔍 S244610

Strategy Rationale

Supplemental STEM content will result in an increase of students' knowledge and application of STEM standards.

Action Step 1 `5`

STEM, Learning lab, and media teachers will provide supplemental support during WE CARE and during after school programs.

Person Responsible

Ivy Menken

Schedule

Daily, from 9/8/2015 to 5/27/2016

Evidence of Completion

Master schedule, student rosters, observations

Action Step 2 `5`

All classroom teachers will provide supplemental STEM instruction on early release days.

Person Responsible

Ivy Menken

Schedule

Monthly, from 9/21/2016 to 5/3/2017

Evidence of Completion

Teacher lesson plans, observations

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

Teacher lesson plans will be reviewed for STEM integration and instruction and observations of STEM instruction.

Person Responsible

Ivy Menken

Schedule

Weekly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Teacher lesson plans and observations

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

Student STEM growth will be monitored through district Science benchmark assessments and student standard based progress reports.

Person Responsible

Ivy Menken

Schedule

Quarterly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Standard based progress reports, classroom formative assessments, district science benchmark assessments

G1.B1.S2 Provide professional development to increase teachers' understanding of how to structure their schedule and resources to increase STEM integration. 4

🔑 S244611

Strategy Rationale

Increased integration of STEM content will result in an increase of students' knowledge and application of STEM standards.

Action Step 1 5

Provide teachers with strategies for structuring their ELA and math block to include STEM content and resources to increase effectiveness of STEM instruction.

Person Responsible

Ivy Menken

Schedule

Monthly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Professional development schedule, teacher observations

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

The facilitators will coordinate and implement a schedule for STEM professional development.

Person Responsible

Ivy Menken

Schedule

Monthly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Professional development sign in sheets, Professional development schedule

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

Teachers will successfully integrate STEM instruction through the ELA and math block.

Person Responsible

Ivy Menken

Schedule

Monthly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Teacher lesson plans will be reviewed for STEM integration and instruction and observations of STEM instruction.

G1.B1.S3 Utilize the district STEM vocabulary charts to build students' academic language and develop consistency across all grade levels. `4`

🔑 S244612

Strategy Rationale

Increased use of STEM content vocabulary will result in an increase of students' knowledge and application of STEM standards.

Action Step 1 `5`

Review the district STEM vocabulary charts with each grade level.

Person Responsible

Ivy Menken

Schedule

On 5/26/2017

Evidence of Completion

STEM vocabulary chart, Meeting notes

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

Teacher lesson plans will be reviewed for STEM integration and instruction and observations of STEM instruction.

Person Responsible

Ivy Menken

Schedule

Monthly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Teacher lesson plans and observations

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

Student STEM growth will be monitored through district Science benchmark assessments and student standard based progress reports.

Person Responsible

Ivy Menken

Schedule

Quarterly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Standard based progress reports, district STEM assessments

G2. Increase student number sense proficiency and learning gains in Mathematics. [1]

🔑 G087218

G2.B1 Teachers lack the depth of knowledge regarding best practices for implementation of differentiated and diverse instructional strategies to target number sense. [2]

🔑 B231834

G2.B1.S1 Teachers will receive professional development to increase their pedagogical knowledge and ability to implement effective instructional practices and strategies targeting number sense. [4]

🔑 S244613

Strategy Rationale

To increase teachers' expertise and knowledge of teaching mathematical concepts and skills focusing on number sense and implement them with fidelity.

Action Step 1 [5]

Targeted professional development will be provided to increase teachers knowledge of effective instructional practices and strategies for teaching number sense.

Person Responsible

Jean Ferreira

Schedule

Biweekly, from 8/9/2016 to 5/26/2017

Evidence of Completion

Professional development In-service records, Coaching classroom visits, Coaching pre/post conferences, teacher lesson plans created through the PLC cycle, Administrator pre/post conferences and evaluations

Action Step 2 [5]

Implementation of the Workshop Model structure for math instruction.

Person Responsible

Jean Ferreira

Schedule

Daily, from 8/5/2016 to 5/26/2017

Evidence of Completion

Coaching classroom visits, Coaching pre/post conferences, teacher lesson plans created through the PLC cycle, Administrator pre/post conferences and evaluations

Action Step 3 `5`

Implementation of daily Number Talks to promote oral language and enhance math instruction.

Person Responsible

Jean Ferreira

Schedule

Daily, from 8/15/2016 to 5/26/2017

Evidence of Completion

Coaching classroom visits, Coaching pre/post conferences, teacher lesson plans created through the PLC cycle, Administrator pre/post conferences and evaluations

Action Step 4 `5`

Development of a Growth Mindset for math in the classroom for both teachers and students.

Person Responsible

Jean Ferreira

Schedule

Daily, from 8/9/2016 to 5/26/2017

Evidence of Completion

Coaching classroom visits, Coaching pre/post conferences, teacher lesson plans created through the PLC cycle, Administrator pre/post conferences and evaluations

Action Step 5 `5`

Development of targeted math intervention groups at every grade level for the purpose of remediation and enrichment.

Person Responsible

Jean Ferreira

Schedule

Daily, from 9/28/2016 to 5/26/2017

Evidence of Completion

Intervention data logs, student tracking sheets, teacher lesson plans, Coaching classroom visits, Coaching pre/post conferences, teacher lesson plans created through the PLC cycle, Administrator pre/post conferences and evaluations

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

The Leadership team in collaboration with the school math coach, district instructional coach, and the district math coordinator will present comprehensive professional development sessions to teachers and monitor to ensure fidelity of implementation within classroom lessons. All instructional staff will participate in these sessions.

Person Responsible

Jean Ferreira

Schedule

Biweekly, from 8/9/2016 to 5/26/2017

Evidence of Completion

Agendas and presentations for PD sessions, in-service attendance rosters

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

Progress monitoring data will be collected and analyzed (local and district) to ensure the effectiveness of professional development provided to the instructional staff. The school and district Math Coaches will provide support to other instructional personnel, as needed.

Person Responsible

Jean Ferreira

Schedule

Every 2 Months, from 8/9/2016 to 5/26/2017

Evidence of Completion

Teacher lesson plans and classroom observations; iReady math reports, school and district common formative/summative assessments

G3. Increase the percentage of students achieving proficiency (level 3 or above) and learning gains in ELA. `1`

🔑 G087219

G3.B1 Our student population is comprised of 75% English Language Learners; therefore, their second language acquisition impacts their level of ELA proficiency. `2`

🔑 B231835

G3.B1.S1 Teachers will receive ongoing professional development to build their awareness of second language acquisition and utilize learned information conjunction with the core reading curriculum to differentiate groups based on student needs. `4`

🔑 S244614

Strategy Rationale

Increasing teacher's knowledge and understanding of the WIDA standards and Can Do Descriptors of students' second language development will enhance core instruction and student achievement.

Action Step 1 `5`

Administration and coaches will use the PLC and coaching cycle to facilitate professional development focused on building teachers' knowledge and understanding of second language acquisition and how it impacts our English Language Learners.

Person Responsible

Ivy Menken

Schedule

Monthly, from 8/8/2016 to 5/30/2017

Evidence of Completion

Classroom observations, teacher lesson plans, teacher reflective feedback, formative and summative assessment data

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

During classroom walkthroughs and observations by administration, instructional coaches, and district personnel, specific feedback will be provided to teachers to support increasing their knowledge and understanding of second language development.

Person Responsible

Ivy Menken

Schedule

Monthly, from 8/18/2015 to 6/3/2016

Evidence of Completion

Attendance records from workshop trainings, classroom observations, consultant observations/feedback

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

During classroom walkthroughs and observations by administration, instructional coaches and district personnel, specific feedback will be provided to teachers to support their understanding of second language development when instructing ELL students.

Person Responsible

Ivy Menken

Schedule

Daily, from 8/15/2016 to 5/30/2017

Evidence of Completion

Teacher lesson plans, classroom observations, district personnel, coaches, and administration's observations/feedback, WIDA assessments

G3.B2 Instructional staff needs a deeper understanding of the rigor of the Florida State Standards. `2`

🔑 B231836

G3.B2.S1 Increase teachers knowledge and application of the Florida State Standards for ELA at the required level of depth and rigor through the WE GROW PLC cycle. `4`

🔑 S244615

Strategy Rationale

Ongoing collaborative planning, knowledge proficiency and implementation of the Florida State Standards for ELA will result in increased student learning gains and proficiency.

Action Step 1 `5`

Teachers will collaborate to develop a deeper understanding of the Florida State Standards for ELA and utilize taxonomy levels to create performance scales for target standards.

Person Responsible

Angie Gilbride

Schedule

Weekly, from 8/9/2016 to 5/31/2017

Evidence of Completion

PLC/PD/C3 teacher reflection notes, attendance records, unwrapped standards

Action Step 2 `5`

Literacy coaches, administration, and district personnel will model best instructional practices, facilitate discussions, provide feedback, and reflect with teachers on their instructional practice using the reading units of study and alignment to the LAFS.

Person Responsible

Angie Gilbride

Schedule

Weekly, from 8/9/2016 to 5/31/2017

Evidence of Completion

PLC/PD/C3 teacher reflection notes, attendance records, coaches logs and observation notes

Action Step 3 5

Instructional staff will receive further professional development in ELA and the balanced literacy structure to align instruction and the Reading Units of Study to the rigor of the Florida Standards.

Person Responsible

Angie Gilbride

Schedule

Weekly, from 8/9/2016 to 5/31/2017

Evidence of Completion

PLC/PD/C3 teacher reflection notes, teacher observations, coaches logs and observation notes

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Leadership team members and district support staff will attend grade level PLC, PD and C3 sessions to provide guidance and support to develop instructional staff's understanding of their standards and performance scales.

Person Responsible

Angie Gilbride

Schedule

Weekly, from 8/15/2016 to 5/19/2017

Evidence of Completion

Team meeting observations and record sheets, Toolkit 2.0 resources

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Leadership team and district support staff will conduct classroom visits, learning walks and observations to directly assess the rigor and effectiveness of standards implementation.

Person Responsible

Angie Gilbride

Schedule

Every 6 Weeks, from 8/8/2016 to 5/30/2017

Evidence of Completion

Feedback from classroom visits, learning walks and observations, feedback from learning walks, teacher unit lesson plans

G3.B3 Teachers require additional professional development and aligned, evidence-based resources to more effectively strengthen the core curriculum and provide targeted interventions to students. 2

🔑 B231837

G3.B3.S1 Research, purchase and implement evidence-based instructional resources to strengthen core curriculum and provide targeted, interventions. 4

🔑 S244616

Strategy Rationale

By implementing these resources, the core curriculum will be strengthened to meet the rigor of the standards and during intervention time, student deficits will be remediated and strengths enriched.

Action Step 1 5

Evidenced-based, instructional materials will be purchased and implemented to support ELA core curriculum and interventions for grades K-4.

Person Responsible

Angie Gilbride

Schedule

Annually, from 8/15/2016 to 2/28/2017

Evidence of Completion

Purchase orders, teacher lesson plans, classroom visits, learning walking and observations, PLC/PD sessions

Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

Teachers will be provided with training and in-service to learn how implement purchased resources to strengthen the core curriculum and provide targeted interventions.

Person Responsible

Angie Gilbride

Schedule

Every 6 Weeks, from 8/22/2016 to 5/19/2017

Evidence of Completion

Classroom visits, learning walks and teacher observations; in-service schedule and presentations

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 `7`

Leadership team will conduct classroom visits, learning walks and teacher observations to determine the effectiveness of resource implementation and provide specific feedback to teachers to support their learning.

Person Responsible

Angie Gilbride

Schedule

Weekly, from 8/22/2016 to 5/19/2017

Evidence of Completion

Learning walk and teacher observation feedback; student formative and summative data

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.B1.S1.A1 A316718	STEM, Learning lab, and media teachers will provide supplemental support during WE CARE and during...	Menken, Ivy	9/8/2015	Master schedule, student rosters, observations	5/27/2016 daily
G3.B1.S1.MA1 M328988	During classroom walkthroughs and observations by administration, instructional coaches, and...	Menken, Ivy	8/18/2015	Attendance records from workshop trainings, classroom observations, consultant observations/feedback	6/3/2016 monthly
G3.B3.S1.A1 A316731	Evidenced-based, instructional materials will be purchased and implemented to support ELA core...	Gilbride, Angie	8/15/2016	Purchase orders, teacher lesson plans, classroom visits, learning walking and observations, PLC/PD sessions	2/28/2017 annually
G1.B1.S1.A2 A316719	All classroom teachers will provide supplemental STEM instruction on early release days.	Menken, Ivy	9/21/2016	Teacher lesson plans, observations	5/3/2017 monthly
G3.B2.S1.MA1 M328990	Leadership team members and district support staff will attend grade level PLC, PD and C3 sessions...	Gilbride, Angie	8/15/2016	Team meeting observations and record sheets, Toolkit 2.0 resources	5/19/2017 weekly
G3.B3.S1.MA1 M328991	Leadership team will conduct classroom visits, learning walks and teacher observations to determine...	Gilbride, Angie	8/22/2016	Learning walk and teacher observation feedback; student formative and summative data	5/19/2017 weekly
G3.B3.S1.MA1 M328992	Teachers will be provided with training and in-service to learn how implement purchased resources...	Gilbride, Angie	8/22/2016	Classroom visits, learning walks and teacher observations; in-service schedule and presentations	5/19/2017 every-6-weeks
G1.MA1 M328983	Student STEM growth will be monitored through district Science benchmark assessments and student...	Menken, Ivy	8/15/2016	Standard based progress reports, district STEM benchmark assessments	5/26/2017 quarterly
G2.MA1 M328986	Progress monitoring data will be collected and analyzed (local and district) to ensure the...	Ferreira, Jean	8/9/2016	Teacher lesson plans and classroom observations; iReady math reports, common formative/summative assessments	5/26/2017 every-2-months
G1.B1.S1.MA1 M328977	Student STEM growth will be monitored through district Science benchmark assessments and student...	Menken, Ivy	8/15/2016	Standard based progress reports, classroom formative assessments, district science benchmark assessments	5/26/2017 quarterly
G1.B1.S1.MA1 M328978	Teacher lesson plans will be reviewed for STEM integration and instruction and observations of STEM...	Menken, Ivy	8/15/2016	Teacher lesson plans and observations	5/26/2017 weekly
G2.B1.S1.MA1 M328984	Progress monitoring data will be collected and analyzed (local and district) to ensure the...	Ferreira, Jean	8/9/2016	Teacher lesson plans and classroom observations; iReady math reports, school and district common formative/ summative assessments	5/26/2017 every-2-months
G2.B1.S1.MA1 M328985	The Leadership team in collaboration with the school math coach, district instructional coach, and...	Ferreira, Jean	8/9/2016	Agendas and presentations for PD sessions, in-service attendance rosters	5/26/2017 biweekly
G2.B1.S1.A1 A316722	Targeted professional development will be provided to increase teachers knowledge of effective...	Ferreira, Jean	8/9/2016	Professional development In-service records, Coaching classroom visits, Coaching pre/post conferences, teacher lesson plans created through the PLC cycle, Administrator pre/post conferences and evaluations	5/26/2017 biweekly
G2.B1.S1.A2 A316723	Implementation of the Workshop Model structure for math instruction.	Ferreira, Jean	8/5/2016	Coaching classroom visits, Coaching pre/post conferences, teacher lesson plans created through the PLC cycle, Administrator pre/post conferences and evaluations	5/26/2017 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.A3 🔍 A316724	Implementation of daily Number Talks to promote oral language and enhance math instruction.	Ferreira, Jean	8/15/2016	Coaching classroom visits, Coaching pre/post conferences, teacher lesson plans created through the PLC cycle, Administrator pre/post conferences and evaluations	5/26/2017 daily
G2.B1.S1.A4 🔍 A316725	Development of a Growth Mindset for math in the classroom for both teachers and students.	Ferreira, Jean	8/9/2016	Coaching classroom visits, Coaching pre/post conferences, teacher lesson plans created through the PLC cycle, Administrator pre/post conferences and evaluations	5/26/2017 daily
G2.B1.S1.A5 🔍 A316726	Development of targeted math intervention groups at every grade level for the purpose of...	Ferreira, Jean	9/28/2016	Intervention data logs, student tracking sheets, teacher lesson plans, Coaching classroom visits, Coaching pre/post conferences, teacher lesson plans created through the PLC cycle, Administrator pre/post conferences and evaluations	5/26/2017 daily
G1.B1.S2.MA1 🔍 M328979	Teachers will successfully integrate STEM instruction through the ELA and math block.	Menken, Ivy	8/15/2016	Teacher lesson plans will be reviewed for STEM integration and instruction and observations of STEM instruction.	5/26/2017 monthly
G1.B1.S2.MA1 🔍 M328980	The facilitators will coordinate and implement a schedule for STEM professional development.	Menken, Ivy	8/15/2016	Professional development sign in sheets, Professional development schedule	5/26/2017 monthly
G1.B1.S2.A1 🔍 A316720	Provide teachers with strategies for structuring their ELA and math block to include STEM content...	Menken, Ivy	8/15/2016	Professional development schedule, teacher observations	5/26/2017 monthly
G1.B1.S3.MA1 🔍 M328981	Student STEM growth will be monitored through district Science benchmark assessments and student...	Menken, Ivy	8/15/2016	Standard based progress reports, district STEM assessments	5/26/2017 quarterly
G1.B1.S3.MA1 🔍 M328982	Teacher lesson plans will be reviewed for STEM integration and instruction and observations of STEM...	Menken, Ivy	8/15/2016	Teacher lesson plans and observations	5/26/2017 monthly
G1.B1.S3.A1 🔍 A316721	Review the district STEM vocabulary charts with each grade level.	Menken, Ivy	8/15/2016	STEM vocabulary chart, Meeting notes	5/26/2017 one-time
G3.MA1 🔍 M328993	The data to be collected includes: iReady Diagnostic and Progress Monitoring reading data, Fountas...	Gilbride, Angie	8/15/2016	Teacher lesson plans/unit plans, classroom visits and observations, iReady school, grade level, teacher and student ELA reports, WIDA assessments	5/30/2017 monthly
G3.B1.S1.MA1 🔍 M328987	During classroom walkthroughs and observations by administration, instructional coaches and...	Menken, Ivy	8/15/2016	Teacher lesson plans, classroom observations, district personnel, coaches, and administration's observations/feedback, WIDA assessments	5/30/2017 daily
G3.B1.S1.A1 🔍 A316727	Administration and coaches will use the PLC and coaching cycle to facilitate professional...	Menken, Ivy	8/8/2016	Classroom observations, teacher lesson plans, teacher reflective feedback, formative and summative assessment data	5/30/2017 monthly
G3.B2.S1.MA1 🔍 M328989	Leadership team and district support staff will conduct classroom visits, learning walks and...	Gilbride, Angie	8/8/2016	Feedback from classroom visits, learning walks and observations, feedback from learning walks, teacher unit lesson plans	5/30/2017 every-6-weeks
G3.B2.S1.A1 🔍 A316728	Teachers will collaborate to develop a deeper understanding of the Florida State Standards for ELA...	Gilbride, Angie	8/9/2016	PLC/PD/C3 teacher reflection notes, attendance records, unwrapped standards	5/31/2017 weekly
G3.B2.S1.A2 🔍 A316729	Literacy coaches, administration, and district personnel will model best instructional practices,...	Gilbride, Angie	8/9/2016	PLC/PD/C3 teacher reflection notes, attendance records, coaches logs and observation notes	5/31/2017 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B2.S1.A3 🔧 A316730	Instructional staff will receive further professional development in ELA and the balanced literacy...	Gilbride, Angie	8/9/2016	PLC/PD/C3 teacher reflection notes, teacher observations, coaches logs and observation notes	5/31/2017 weekly

V. Professional Development Opportunities

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

G1. Increase the quality of Science instruction and infusion of STEM activities across the content areas.

G1.B1 Teachers struggle to effectively integrate STEM content and activities into the core curriculum.

G1.B1.S2 Provide professional development to increase teachers' understanding of how to structure their schedule and resources to increase STEM integration.

PD Opportunity 1

Provide teachers with strategies for structuring their ELA and math block to include STEM content and resources to increase effectiveness of STEM instruction.

Facilitator

Instructional Coaches, STEM teacher, district STEM coordinator

Participants

KG - 4th teachers, administration

Schedule

Monthly, from 8/15/2016 to 5/26/2017

G1.B1.S3 Utilize the district STEM vocabulary charts to build students' academic language and develop consistency across all grade levels.

PD Opportunity 1

Review the district STEM vocabulary charts with each grade level.

Facilitator

Instructional Coaches, STEM teacher

Participants

KG - 4th teachers

Schedule

On 5/26/2017

G2. Increase student number sense proficiency and learning gains in Mathematics.

G2.B1 Teachers lack the depth of knowledge regarding best practices for implementation of differentiated and diverse instructional strategies to target number sense.

G2.B1.S1 Teachers will receive professional development to increase their pedagogical knowledge and ability to implement effective instructional practices and strategies targeting number sense.

PD Opportunity 1

Targeted professional development will be provided to increase teachers knowledge of effective instructional practices and strategies for teaching number sense.

Facilitator

Math Coach, District Instructional Coach, Math Administrator

Participants

Teachers in grades KG-4th, administration. coaches

Schedule

Biweekly, from 8/9/2016 to 5/26/2017

PD Opportunity 2

Implementation of the Workshop Model structure for math instruction.

Facilitator

Math Coach, District Instructional Coach, Math Administrator

Participants

Teachers grades KG-4th, administration, coaches

Schedule

Daily, from 8/5/2016 to 5/26/2017

PD Opportunity 3

Implementation of daily Number Talks to promote oral language and enhance math instruction.

Facilitator

Math Coach, District Instructional Coach, Math Administrator

Participants

Teachers grades KG-4th, administration, coaches

Schedule

Daily, from 8/15/2016 to 5/26/2017

PD Opportunity 4

Development of a Growth Mindset for math in the classroom for both teachers and students.

Facilitator

Math Coach, District Instructional Coach, Math Administrator

Participants

Teachers grades KG-4th, administration, coaches

Schedule

Daily, from 8/9/2016 to 5/26/2017

G3. Increase the percentage of students achieving proficiency (level 3 or above) and learning gains in ELA.

G3.B1 Our student population is comprised of 75% English Language Learners; therefore, their second language acquisition impacts their level of ELA proficiency.

G3.B1.S1 Teachers will receive ongoing professional development to build their awareness of second language acquisition and utilize learned information conjunction with the core reading curriculum to differentiate groups based on student needs.

PD Opportunity 1

Administration and coaches will use the PLC and coaching cycle to facilitate professional development focused on building teachers' knowledge and understanding of second language acquisition and how it impacts our English Language Learners.

Facilitator

Instructional Coaches & adminstration

Participants

Teachers, Coaches, Administration

Schedule

Monthly, from 8/8/2016 to 5/30/2017

G3.B2 Instructional staff needs a deeper understanding of the rigor of the Florida State Standards.

G3.B2.S1 Increase teachers knowledge and application of the Florida State Standards for ELA at the required level of depth and rigor through the WE GROW PLC cycle.

PD Opportunity 1

Teachers will collaborate to develop a deeper understanding of the Florida State Standards for ELA and utilize taxonomy levels to create performance scales for target standards.

Facilitator

Literacy Coaches, District Literacy Coordinator, Administration

Participants

Instructional staff

Schedule

Weekly, from 8/9/2016 to 5/31/2017

PD Opportunity 2

Literacy coaches, administration, and district personnel will model best instructional practices, facilitate discussions, provide feedback, and reflect with teachers on their instructional practice using the reading units of study and alignment to the LAFS.

Facilitator

Literacy Coaches, District Literacy Coordinator, Administration

Participants

Instructional staff

Schedule

Weekly, from 8/9/2016 to 5/31/2017

PD Opportunity 3

Instructional staff will receive further professional development in ELA and the balanced literacy structure to align instruction and the Reading Units of Study to the rigor of the Florida Standards.

Facilitator

Literacy Coaches, District Literacy Coordinator, Administration

Participants

Instructional staff

Schedule

Weekly, from 8/9/2016 to 5/31/2017

G3.B3 Teachers require additional professional development and aligned, evidence-based resources to more effectively strengthen the core curriculum and provide targeted interventions to students.

G3.B3.S1 Research, purchase and implement evidence-based instructional resources to strengthen core curriculum and provide targeted, interventions.

PD Opportunity 1

Evidenced-based, instructional materials will be purchased and implemented to support ELA core curriculum and interventions for grades K-4.

Facilitator

Literacy Coaches, Administration, District Literacy Coordinator

Participants

Instructional staff

Schedule

Annually, from 8/15/2016 to 2/28/2017

VI. Technical Assistance Items

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

G1. Increase the quality of Science instruction and infusion of STEM activities across the content areas.

G1.B1 Teachers struggle to effectively integrate STEM content and activities into the core curriculum.

G1.B1.S1 Implement supplemental STEM support during WE CARE enrichment time, on early release days, and after school STEM programs.

TA Opportunity 1

STEM, Learning lab, and media teachers will provide supplemental support during WE CARE and during after school programs.

Facilitator

STEM, media, Learning Lab teachers, District STEM Coordinator

Participants

Students in grades 1st-4th

Schedule

Daily, from 9/8/2015 to 5/27/2016

VII. Budget

1	G1.B1.S1.A1	**STEM, Learning lab, and media teachers will provide supplemental support during WE CARE and during after school programs.**				**$339.98**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	510-Supplies	0131 - Warfield Elementary School	Title I, Part A		$339.98
			Notes: Student and teacher materials and supplies to implement WE CARE enrichment program.			
2	G1.B1.S1.A2	**All classroom teachers will provide supplemental STEM instruction on early release days.**				**$0.00**
3	G1.B1.S2.A1	**Provide teachers with strategies for structuring their ELA and math block to include STEM content and resources to increase effectiveness of STEM instruction.**				**$0.00**
4	G1.B1.S3.A1	**Review the district STEM vocabulary charts with each grade level.**				**$0.00**
5	G2.B1.S1.A1	**Targeted professional development will be provided to increase teachers knowledge of effective instructional practices and strategies for teaching number sense.**				**$0.00**
6	G2.B1.S1.A2	**Implementation of the Workshop Model structure for math instruction.**				**$2,480.00**

	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	510-Supplies	0131 - Warfield Elementary School	General Fund		$900.00
			Notes: Additional classroom student manipulatives and instructional teacher resources.			
	5100	510-Supplies	0131 - Warfield Elementary School	School Improvement Funds		$1,580.00
			Notes: Additional classroom student manipulatives and instructional teacher resources.			
7	G2.B1.S1.A3	**Implementation of daily Number Talks to promote oral language and enhance math instruction.**				**$0.00**
8	G2.B1.S1.A4	**Development of a Growth Mindset for math in the classroom for both teachers and students.**				**$0.00**
9	G2.B1.S1.A5	**Development of targeted math intervention groups at every grade level for the purpose of remediation and enrichment.**				**$4,200.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	510-Supplies	0131 - Warfield Elementary School	School Improvement Funds		$1,600.00
			Notes: Supplies for targeted intervention groups			
	5100	510-Supplies	0131 - Warfield Elementary School	Title I, Part A		$2,600.00
			Notes: Marilyn Burns 'Do The Math' program for targeted intervention groups			
10	G3.B1.S1.A1	**Administration and coaches will use the PLC and coaching cycle to facilitate professional development focused on building teachers' knowledge and understanding of second language acquisition and how it impacts our English Language Learners.**				**$0.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0131 - Warfield Elementary School			$0.00
11	G3.B2.S1.A1	**Teachers will collaborate to develop a deeper understanding of the Florida State Standards for ELA and utilize taxonomy levels to create performance scales for target standards.**				**$0.00**
12	G3.B2.S1.A2	**Literacy coaches, administration, and district personnel will model best instructional practices, facilitate discussions, provide feedback, and reflect with teachers on their instructional practice using the reading units of study and alignment to the LAFS.**				**$0.00**
13	G3.B2.S1.A3	**Instructional staff will receive further professional development in ELA and the balanced literacy structure to align instruction and the Reading Units of Study to the rigor of the Florida Standards.**				**$0.00**
14	G3.B3.S1.A1	**Evidenced-based, instructional materials will be purchased and implemented to support ELA core curriculum and interventions for grades K-4.**				**$3,000.00**

	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	510-Supplies	0131 - Warfield Elementary School			$3,000.00
			Notes: For the purchase of instructional materials to strengthen the ELA core curriculum and provided targeted interventions for students KG - 4 grade.			
					Total:	**$10,019.98**