Marion County Public Schools

Stanton Weirsdale Elementary School

2016-17 Schoolwide Improvement Plan

Stanton Weirsdale Elementary School

16705 SE 134TH TER, We IR Sdale, FL 32195

[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	29%

School Grades History

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

Informational Baseline School Grade

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

School Board Approval

This plan was approved by the Marion County School Board on 1/24/2017.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2016-17 DA Category and Statuses for Stanton Weirsdale 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 are united in challenging students to reach their fullest potential in a safe, positive, caring environment which is conducive to teaching and learning.

b. Provide the school's vision statement.

Students striving to do their best are responsible for owning their learning and their own behavior.

2. School Environment

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

Many opportunities are provided for parents and students to attend school activities, which helps them to learn more about the learning process. Parents meet the teachers to gain a better understanding of how the teacher creates a positive learning environment, classroom procedures and expectations, and how the parent can support learning at home. Furthermore, fun activities at these events create a relaxed atmosphere where parents and students can be themselves, further opening opportunities for conversation for the teacher to learn more about the child and his/her home envoronment.

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

Students enter a safe environment from the moment they enter the campus being met by an employee at every entrance. Classrooms are well structured with student-based rules and high expectations. In the classroom, students are given the opportunity to express his or her opinions, question learning, and be heard. After school programs are well structured and monitored to assure that all students are located in the proper place, with a teacher, and assured transportation to safely return home.

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.

Positive Behavior Schoolwide expectations are posted in every classroom and throughout the school. On daily morning announcements, students are reminded and given examples of how they own their own behavior. Classroom rules are created by student input and are prominently displayed and reviewed. Protocols for a teacher needing assistance with disruptive students have been established and supported by the Dean of Students. All teachers have had training on Kagan Structures and how to effectively use them to keep students engaged and to minimize discipline issues in the classroom.

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.

Social and emotional needs are met on an individual basis as needed with the School Counselor. Furthermore, a mentoring program for at risk students pairs up educators and a student for support and encouragement. Problem-Solving meetings are scheduled as needed with the school support

team, which includes the Guidance Counselor, Assistant Principal, School Psychologist, Teacher, and other members as needed. This team may review a child's social-emotional needs of the student as well as academic needs.

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.

Students whose attendance drop below 90 percent during the school year are flagged by the guidance department and monitored closely. Family contact is made by the classroom teacher first and then the guidance department if attendance does not improve. Severe attendance problems are addressed by school social worker and student is added to an attendance incentive program. Students with one or more suspensions are monitored by the Dean of Students and assigned an adult staff member as a mentor (when possible).
Students scoring a level 1 on the statewide, standardized assessment in ELA or Math are flagged as a student in the lowest quartile of assessed students and placed on a Tier 2 intervention as part of the MTSS process. Progress is monitored closely and reviewed during Progress Monitoring and Problem-Solving meetings.

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	4	9	12	8	12	10	0	0	0	0	0	0	0	55
One or more suspensions	4	6	9	5	5	9	0	0	0	0	0	0	0	38
Course failure in ELA or Math	0	13	23	41	12	19	0	0	0	0	0	0	0	108
Level 1 on statewide assessment	0	0	0	27	26	25	0	0	0	0	0	0	0	78

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	3	20	25	34	20	24	0	0	0	0	0	0	0	126

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

Students identified by the early warning system are placed on a Tier 2 intervention as part of the MTSS process and monitored closely by classroom teacher, administration, and all other parties on the MTSS/Problem-Solving team. Intervention strategies may include small group or one-on-one instruction, computer programs to practice basic skills, inclusion, after school tutoring, and mentoring. After-school programs are set up to assist students in meeting their goals.

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. 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 accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/313566.

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.

One of the strongest partnerships our school has is through its volunteers. There are over 100 volunteers that actively serve in the school helping students learn and achieve. Furthermore, many local churches help support the school with school supply drives and donations of clothing and food for identified needy families. Several local businesses sponsor projects throughout the year either financially or with supplies as needed. Maintaining strong partnerships with local churches and business has been a long-standing tradition at this school.

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
Riedl, Debra	Principal
Wright, Jean	School Counselor
Samuel, Almendrita	Dean
Swinehart, Charlotte	Instructional Coach
Hunt, Victoria	Assistant Principal

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 members as related to the school's MTSS and the SIP is comprised of the members of the Instructional Improvement Team.
Members and reasons for including are:
Principal, Mrs. Riedl- administration for final decisions
Assistant Principal of Curriculum, Mrs. Hughes- administration for final curriculum decisions
Dean, Mrs. Samuel- for input into behavior reports and recommendations
Guidance Counselor, Mrs. Wright- for processes and clarification on staffing recommendations

Classroom Teacher- Directly involved with student being discussed
Reading Coach, Mrs. Vostrejs- input into reading needs and resources
Academic Coach, Mrs. Swinehart- input into writing and math needs and resources
School Psychologist- for observation and testing input
Social Worker- for input and/or communication to or from parent
Behavior Specialist- for behavior and observation input
and others as needed.

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 Leadership Team functions through the following problem-solving process:
Step 1: Problem Recognition – The Instructional Leadership team will identify and define the target problem
Step 2: Problem Analysis – attempt to determine why the problem is occurring through data analysis and other input
Step 3: Intervention Design – determine best approach to solve the problem
Step 4: Implementation of Intervention – design tactics to resolve problem
Step 5: Response to Intervention – Monitor progress and determine effectiveness

Title I Part A -Services are provided to ensure students requiring additional remediation through after-school tutoring programs. Title I – Part C – Migrant Program: N/A
Title I –Part D- Neglected and Delinquent N/A
Title II – Part A: - District provides staff development activities to improve basic educational programs and to assist administrators and teachers in meeting highly qualified status.
Title III – Part A: Services are provided through the District, for education materials and ELL district support services on an as needed basis to improve the education of immigrant and English Language Learners.
Title X - District Homeless Social Worker provides resources (Clothing, school supplies, social services referrals….) for students identified homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.
Supplemental Academic Instruction (SAI) - N/A
Exceptional Student Education - The Florida Diagnostic Learning Resource System is funded through EHA-Part B as amended by PL94-142, to provide Support Services to Exceptional Student Education Programs.
Health Department - District and schools coordinate with the Health Department for Absences Programs, Asthma Programs and Nurses that oversee school health clinics.
Voluntary Pre-Kindergarten Program - State funded Pre-K program offered at select school sites during the school year and summer.
Classroom teacher's dutiy is to assign intervention and monitor it. All other team members duties are to support the classroom teacher in providing interventions and support.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Debra Riedl	Principal
Tammy Swinehart	Teacher
Vic Burke	Business/Community
Aida Morrell	Education Support Employee
James Rowe	Parent
Nadine Ohlinger	Parent
Judy Farring	Business/Community
Jean Wright	Teacher
Rashunda Robinson	Parent
Sally Reyes	Parent
Karen Strong	Teacher
Charlie Rumple	Business/Community
Sara Jane Vincent	Business/Community
Victoria Hunt	Education Support Employee
Kathy Andriola	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

The School Advisory Council assists in reviewing the effectiveness of of last year's school improvement plan through verbal and written input.

b. Development of this school improvement plan

The School Advisory Council assists in the preparation and evaluation of the School Improvement Plan in order to achieve the state education goals and student performance standards.

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

The School Advisory Council assists in preparing and reviewing the annual budget and plan during scheduled SAC meetings.

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

If funds are made available, they will be used for student incentives for attendance, honor roll, student of the month and other achievements.

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
Riedl, Debra	Principal
Counselman, Rebecca	Teacher, K-12
Brady, Kara	Teacher, K-12
Adams, Mandy	Teacher, K-12
DeClerke, Elizabeth	Teacher, K-12
Wilson, Kristen	Teacher, K-12
Swinehart, Charlotte	Instructional Coach

b. Duties

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

The team is in charge of the task of gathering and analyzing data regarding literacy in order to make adjustments to instructional approaches and to inform staff of areas of importance or concern. We also promote literacy through of a variety of Parent Involvement trainings and events in which parents become an integral part of the Reading process with their children. All grade levels are involved in an ongoing ELA PLCs and Literacy trainings. Our library is open for book checkout, research, classes, projects, and competitive reading teams. Data meetings are also used to help guide Literacy instruction.

D. Public and Collaborative Teaching

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

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

Teachers are encouraged to meet weekly to collaborate on planning and instruction at the appropriate grade level. Protected common grade level planning time offers this opportunity. Furthermore, teachers are provided two TDE days to disaggrate data and plan new strategies according to the grade level needs identified.

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

The District office advertises postion openings on the Marion County Schools website. Once a teacher is hired, an orientation is conducted by the district to help acclimate new employees to the district policies and procedures. District-based inservices are provided for teachers to maintain and/or learn quality educational information in order to maintain certification and remain current with new educational strategies and research. At the school level, we maintain an active website that highlights the many positive achievements and activities that occur on campus in order to help potential job seekers to be informed of the daily functions of the school. The Principal and Assistant Principal are diligent in public relation efforts in the community to create an interest in our school and are available to discuss how to become a part of the staff. Once a new staff member is hired, he or she is assigned a mentor teacher to help understand and navigate the process of implementing curriculum requirements and effectiveness of instruction and communication. Administration helps with retention process by providing a mentor teacher and giving feedback from observations throughout the school year.

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

Each beginning teacher or a teacher who is new to the school will be assigned a mentor teacher within the grade level he or she is working in. Each new teacher will be provided school policies and procedures in written form through the School Policy Handbook and Faculty Newsletter. In addition, they will receive an orientation to the school through ongoing, personal interaction with the administration: During the tour, introductions, orientation to appropriate curriculum support material and school policies will be provided. He or she will meet with the mentor teacher on a weekly basis to maintain open communication, review the events which occured throughout the week, and make sure that the teacher is following the curriculum maps from the district and that all district assessments are given on time.

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.

All instructional programs used by the teachers are aligned to Florida Standards. Evidence of such is displayed through implementation of the Curriculum Maps, Teacher's Lesson Plans, and Formal and Informal classroom observations.

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.

Data from formal and informal assessments is disaggregated and used in an ongoing process of diverse and differentiated instruction. Instruction is focused on areas of difficulty identified by the data and individual students in need are identified and worked with during remediation time. Instructional modifications/accomodations may include presentation, setting, respones, and schedule. Furthermore, supplemental educational sources will be used as needed. All teachers attended a training on Differentiated Instruction during the school-based In service day before the students returned to school.

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: 2,340

After-school tutoring in reading, writing and math is offered to students in third, fourth, and fifth grade. This program begins second semester.

Strategy Rationale

Reasoning for this program is that offering extra small-group instruction to struggling students can help increase his or her understanding of a given subject.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Hughes, Marilyn, marilyn.hughes@marion.k12.fl.us

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

A skills pretest and post-test will be administered to assess students' growth during the program. Ongoing progress monitoring will occur to moderte effectiveness.

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.

Stagger Start is a district initiative to assist kindergarten students in transitioning into local elementary schools. Small groups of Kindergarten students attend school for the first three days, giving staff the opportunity to administer assessments, to develop one-on-one relationship with students and to eliminate anxiety is the primary focus of Stagger Start. FAIR and FLKRS are tools used to determine readiness needs. Florida's Voluntary PreK program is 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. Information is provided for the VPK program and pre-registration of kindergarteners by the guidance office.

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.

Marion County Public Schools implements standards provided by the state that are set to prepare students for success and make them competitive in the global workplace. Each Florida Standard provides clear expectations for the knowledge and skills students need to master in each grade (K-12) and subject so they will be prepared to succeed in college, careers, and life.

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

At the elementary level, we hold an annual Career Day. Community workers from our area come to the school and deliver presentations to our students about their jobs. This allows students to see different career options that may be of interest to them. During this day, students have the opportunity to ask questions so that they can learn more about each of the careers that are represented.

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

The Florida Standards supports the implementation of the skills and knowledge necessary for success in STEM related experiences. Marion County Public Schools implements the Florida Standards which consist of:

A curriculum driven by problem-solving, discovery and exploratory learning that requires students to actively engage a situation in order to find its solution.

Innovative instruction allows students to explore greater depths of all of the subjects by utilizing the skills learned.

Independent and collaborative research projects embedded in the curricula.

Collaboration, communication, and critical thinking skills threaded throughout the curricula.

Real-world, problem-based applications.

Content-rich instruction.

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.

Our goal is for 80% of our students to be proficient in ELA and Math. Students who are proficient will have the opportunity to take a variety of classes in high school. This means that they can choose honors and AP classes, which would help prepare them for the postsecondary level. We have multiple interventions in place that students are placed in according to their ability levels.

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

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

No files were uploaded

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

B. Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"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.   Highly effective teachers will continue to implement a rigorous and relevant curriculum through a high quality learning environment in order for all students to make learning gains.

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. Highly effective teachers will continue to implement a rigorous and relevant curriculum through a high quality learning environment in order for all students to make learning gains. `1a`

🔍 G087391

Targets Supported `1b`

Indicator	Annual Target
ELA/Reading Gains	70.0

Targeted Barriers to Achieving the Goal `3`

- Adjustment to the rigor of the new Florida Standards

- Lack of Collaborative Planning time

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

- Reading Coach, Academic Coach, Top Score Writing, Acaletics, Wonders Reading Series, Curriculum Maps, Tier 2/Tier 3 interventions, paraprofessionals, volunteers, parents, paraprofessionals during Reading block. Literacy Night programs, technology support, RWAs, DBQs, and professional development.

Plan to Monitor Progress Toward G1. `8`

Aimsweb Assessments

Person Responsible
Debra Riedl

Schedule
Quarterly, from 8/29/2016 to 8/29/2016

Evidence of Completion
Aims Web Math progress monitoring

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. Highly effective teachers will continue to implement a rigorous and relevant curriculum through a high quality learning environment in order for all students to make learning gains. `1`

🔑 G087391

G1.B1 Adjustment to the rigor of the new Florida Standards `2`

🔑 B232279

G1.B1.S1 Top Score Writing Training `4`

🔑 S245137

Strategy Rationale

This will provide to teachers the tools necessary to meet the requirements of the Florida Standards in Writing by using evidence-based and text-dependent writing strategies.

Action Step 1 `5`

Top Score Writing training

Person Responsible

Debra Riedl

Schedule

On 8/3/2016

Evidence of Completion

Teachers will be using the Top Score materials in class as evidenced by observations. (grades 2-5)

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

Monitoring fidelity of Top Score Writing

Person Responsible

Charlotte Swinehart

Schedule

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

Evidence of Completion

Walk-throughs during writing and grade level meetings to look at the data

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

Student in-class writing scores

Person Responsible

Charlotte Swinehart

Schedule

Every 3 Weeks, from 8/10/2016 to 5/19/2017

Evidence of Completion

Look at student in-class writing scores and the progress over time toward meetings the expectations of the grade level writing standards. Look for evidence-based responses.

G1.B1.S2 Acaletics Training 4

🔑 S245138

Strategy Rationale

This will provide to teachers the tools necessary to meet the requirements of the Florida Standards in Math.

Action Step 1 5

Acaletics will be used as a resource for the delivery of Math Florida Standards. Follow-up will include use of assessment data to choose the appropriate Acaletics resources to be used for instruction.

Person Responsible

Charlotte Swinehart

Schedule

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

Evidence of Completion

Observations and walk-throughs/assessment data

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

Monitor fidelity of program by classroom walk-throughs

Person Responsible

Debra Riedl

Schedule

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

Evidence of Completion

Classroom walk-throughs will help to ensure teachers are using Acaletics strategies and resources. Acaletics pre-post and other assessment data will be monitored.

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

Acaletics Assessment scores

Person Responsible

Debra Riedl

Schedule

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

Evidence of Completion

Look at Acaletics scores during data meetings and use scores to guide instruction.

G1.B1.S3 Inform parents of the Rigor of Florida Standards and expectations through the planner, student compact, SAC, and parent trainings `4`

🔑 S245139

Strategy Rationale

Partnerships between school personnel and parents are critical and is dependent on proper communication.

Action Step 1 `5`

SAC meetings

Person Responsible

Debra Riedl

Schedule

Every 2 Months, from 9/20/2016 to 5/16/2017

Evidence of Completion

SAC rosters

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

Keep rosters, agendas, and PPTs

Person Responsible

Debra Riedl

Schedule

Quarterly, from 9/20/2016 to 5/16/2017

Evidence of Completion

Turn in rosters, agendas, and Power Point presentations

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

Monitor Parent communications

Person Responsible

Debra Riedl

Schedule

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

Evidence of Completion

Newsletters, SAC rosters, Parent surveys, feedback from parents

G1.B1.S4 Smart boards in every classroom 4

🔍 S245140

Strategy Rationale

Teachers need the latest technology to be on the cutting edge of education. Smartboards are used daily since the Florida Standards Assessment portal as well as all other curriculum pieces have online components and resources.

Action Step 1 5

Place Smart Boards in three classrooms

Person Responsible

Debra Riedl

Schedule

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

Evidence of Completion

Observations of Smart Board usage and teachers using links that are embedded in the curriculum maps

Plan to Monitor Fidelity of Implementation of G1.B1.S4 6

Monitor SMART Board usage in classrooms

Person Responsible

Debra Riedl

Schedule

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

Evidence of Completion

Classroom walk-throughs and observations to ensure teachers are using their engaged classrooms

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 `7`

Teachers' effective use of Smart Boards

Person Responsible

Debra Riedl

Schedule

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

Evidence of Completion

Observations of teachers' effective use of Smart Boards. Provide training for those who are not proficient.

G1.B1.S5 Three additional paraprofessionals to assist in the classroom `4`

🔧 S245141

Strategy Rationale

Additional personnel will be available to assist students with the rigor of the Florida Standards. Each teacher will be able to have an additional adult to run centers, work one on one with students, or work with small groups.

Action Step 1 `5`

Hire three additional paraprofessionals to work directly with students

Person Responsible

Debra Riedl

Schedule

Daily, from 8/5/2016 to 5/25/2017

Evidence of Completion

Observations, Intervention fidelity checks

G1.B1.S6 After-School tutoring 4

🔑 S245142

Strategy Rationale

Reteaching of skills not mastered by students and enrichment for students who have reached mastery and need higher level thinking and problem solving practice.

Action Step 1 5

six weeks of tutoring enrichment

Person Responsible

Victoria Hunt

Schedule

Weekly, from 1/10/2017 to 2/21/2017

Evidence of Completion

Pre-Post test scores

G1.B1.S7 Babysitting for parents so that they can attend a Reading training 4

🔑 S245143

Strategy Rationale

This will help provide parents with some skills to help their children practice reading.

Action Step 1 5

Babysitter for Parents for Training for Parents in how to help their children with Reading

Person Responsible

Victoria Hunt

Schedule

On 10/10/2016

Evidence of Completion

Parent Surveys

G1.B1.S8 Kagan Training and materials 4

S245144

Strategy Rationale

This is a cooperative learning and engagement training that will help students learn how to use discussion strategies in class.

Action Step 1 5

Kagan Training and materials

Person Responsible

Victoria Hunt

Schedule

On 8/8/2016

Evidence of Completion

Classroom observations/PLC data

G1.B1.S9 Brainpop 4

S245145

Strategy Rationale

Science scores dropped 20% points and we need to incorporate more Science into all grade levels.

Action Step 1 5

Brainpop

Person Responsible

Debra Riedl

Schedule

Daily, from 8/15/2016 to 5/25/2017

Evidence of Completion

Classroom observations

G1.B1.S10 Saxon Phonics 4

🔑 S245146

Strategy Rationale

This gives teachers in grades K-2 a consistent Phonics approach.

Action Step 1 5

Saxon Phonics will be used in grades K-2

Person Responsible

Debra Riedl

Schedule

Daily, from 8/10/2016 to 5/25/2017

Evidence of Completion

Weekly Saxon data published by each teacher for each student/Classroom walk-throughs

G1.B1.S11 StoryWorks 4

🔑 S245147

Strategy Rationale

Provides non-fiction text to students so that they can practice reading across texts and using text-based evidence in their Writing.

Action Step 1 5

StoryWorks for students in grades 4 and 5

Person Responsible

Victoria Hunt

Schedule

Weekly, from 9/5/2016 to 5/25/2017

Evidence of Completion

Classroom walk-throughs and Learning Check data for ELA

G1.B1.S12 Teacher conference 4

S245148

Strategy Rationale

To provide teachers skills necessary to better implement Florida Standards.

Action Step 1 5

Summer conference for teachers

Person Responsible

Debra Riedl

Schedule

On 6/5/2017

Evidence of Completion

Research conferences for the summer for teachers to learn about best practices in ELA

G1.B1.S13 Parent nights and activities. 4

S245149

Strategy Rationale

To keep parents informed on the expectation of the Florida Standards and provide ways that they can help their children.

Action Step 1 5

Parent activities will help parents understand the rigor of the Florida Standards.

Person Responsible

Charlotte Swinehart

Schedule

Quarterly, from 9/30/2016 to 5/12/2017

Evidence of Completion

G1.B2 Lack of Collaborative Planning time 2

🔑 B232280

G1.B2.S1 Provide two full days of collaborative planning for each grade level. 4

🔑 S245150

Strategy Rationale

Teachers need time to analyze data and look at student work samples in order to determine how to best plan for upcoming units of study or how to reteach necessary skills.

Action Step 1 5

Two days of collaboration for each grade level

Person Responsible

Debra Riedl

Schedule

On 2/28/2017

Evidence of Completion

Pre-post test data, attendance rosters, observations

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

Monitor proper use of time during collaboration meetings

Person Responsible

Debra Riedl

Schedule

Semiannually, from 10/12/2016 to 2/28/2017

Evidence of Completion

Sign-in sheet, final lesson plans, observation of meeting

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

Monitor outcome of meeting

Person Responsible

Debra Riedl

Schedule

Semiannually, from 10/12/2016 to 2/28/2017

Evidence of Completion

Quality of lesson plans at the end of the day, plan for increasing student performance, conversations with teachers

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 A317350	Top Score Writing training	Riedl, Debra	8/3/2016	Teachers will be using the Top Score materials in class as evidenced by observations. (grades 2-5)	8/3/2016 one-time
G1.B1.S8.A1 A317357	Kagan Training and materials	Hunt, Victoria	8/8/2016	Classroom observations/PLC data	8/8/2016 one-time
G1.MA1 M330188	Aimsweb Assessments	Riedl, Debra	8/29/2016	Aims Web Math progress monitoring	8/29/2016 quarterly
G1.B1.S7.A1 A317356	Babysitter for Parents for Training for Parents in how to help their children with Reading	Hunt, Victoria	10/10/2016	Parent Surveys	10/10/2016 one-time
G1.B1.S6.A1 A317355	six weeks of tutoring enrichment	Hunt, Victoria	1/10/2017	Pre-Post test scores	2/21/2017 weekly
G1.B2.S1.MA1 M330186	Monitor outcome of meeting	Riedl, Debra	10/12/2016	Quality of lesson plans at the end of the day, plan for increasing student performance, conversations with teachers	2/28/2017 semiannually
G1.B2.S1.MA1 M330187	Monitor proper use of time during collaboration meetings	Riedl, Debra	10/12/2016	Sign-in sheet, final lesson plans, observation of meeting	2/28/2017 semiannually
G1.B2.S1.A1 A317363	Two days of collaboration for each grade level	Riedl, Debra	10/12/2016	Pre-post test data, attendance rosters, observations	2/28/2017 one-time
G1.B1.S13.A1 A317362	Parent activities will help parents understand the rigor of the Florida Standards.	Swinehart, Charlotte	9/30/2016		5/12/2017 quarterly
G1.B1.S3.MA1 M330183	Keep rosters, agendas, and PPTs	Riedl, Debra	9/20/2016	Turn in rosters, agendas, and Power Point presentations	5/16/2017 quarterly
G1.B1.S3.A1 A317352	SAC meetings	Riedl, Debra	9/20/2016	SAC rosters	5/16/2017 every-2-months
G1.B1.S1.MA1 M330178	Student in-class writing scores	Swinehart, Charlotte	8/10/2016	Look at student in-class writing scores and the progress over time toward meetings the expectations of the grade level writing standards. Look for evidence-based responses.	5/19/2017 every-3-weeks
G1.B1.S1.MA1 M330179	Monitoring fidelity of Top Score Writing	Swinehart, Charlotte	8/10/2016	Walk-throughs during writing and grade level meetings to look at the data	5/19/2017 weekly
G1.B1.S2.MA1 M330180	Acaletics Assessment scores	Riedl, Debra	8/10/2016	Look at Acaletics scores during data meetings and use scores to guide instruction.	5/19/2017 monthly
G1.B1.S2.MA1 M330181	Monitor fidelity of program by classroom walk-throughs	Riedl, Debra	8/10/2016	Classroom walk-throughs will help to ensure teachers are using Acaletics strategies and resources. Acaletics pre-post and other assessment data will be monitored.	5/19/2017 weekly
G1.B1.S2.A1 A317351	Acaletics will be used as a resource for the delivery of Math Florida Standards. Follow-up will...	Swinehart, Charlotte	8/10/2016	Observations and walk-throughs/ assessment data	5/19/2017 daily
G1.B1.S3.MA1 M330182	Monitor Parent communications	Riedl, Debra	8/10/2016	Newsletters, SAC rosters, Parent surveys, feedback from parents	5/19/2017 monthly
G1.B1.S4.MA1 M330184	Teachers' effective use of Smart Boards	Riedl, Debra	8/10/2016	Observations of teachers' effective use of Smart Boards. Provide training for those who are not proficient.	5/19/2017 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S4.MA1 🔍 M330185	Monitor SMART Board usage in classrooms	Riedl, Debra	8/10/2016	Classroom walk-throughs and observations to ensure teachers are using their engaged classrooms	5/19/2017 daily
G1.B1.S4.A1 🔍 A317353	Place Smart Boards in three classrooms	Riedl, Debra	8/10/2016	Observations of Smart Board usage and teachers using links that are embedded in the curriculum maps	5/19/2017 daily
G1.B1.S5.A1 🔍 A317354	Hire three additional paraprofessionals to work directly with students	Riedl, Debra	8/5/2016	Observations, Intervention fidelity checks	5/25/2017 daily
G1.B1.S9.A1 🔍 A317358	Brainpop	Riedl, Debra	8/15/2016	Classroom observations	5/25/2017 daily
G1.B1.S10.A1 🔍 A317359	Saxon Phonics will be used in grades K-2	Riedl, Debra	8/10/2016	Weekly Saxon data published by each teacher for each student/Classroom walk-throughs	5/25/2017 daily
G1.B1.S11.A1 🔍 A317360	StoryWorks for students in grades 4 and 5	Hunt, Victoria	9/5/2016	Classroom walk-throughs and Learning Check data for ELA	5/25/2017 weekly
G1.B1.S12.A1 🔍 A317361	Summer conference for teachers	Riedl, Debra	6/5/2017	Research conferences for the summer for teachers to learn about best practices in ELA	6/5/2017 one-time

V. Professional Development Opportunities

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

G1. Highly effective teachers will continue to implement a rigorous and relevant curriculum through a high quality learning environment in order for all students to make learning gains.

G1.B1 Adjustment to the rigor of the new Florida Standards

G1.B1.S1 Top Score Writing Training

PD Opportunity 1

Top Score Writing training

Facilitator

Participants

Schedule

On 8/3/2016

G1.B1.S2 Acaletics Training

PD Opportunity 1

Acaletics will be used as a resource for the delivery of Math Florida Standards. Follow-up will include use of assessment data to choose the appropriate Acaletics resources to be used for instruction.

Facilitator

Participants

Schedule

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

G1.B1.S8 Kagan Training and materials

PD Opportunity 1

Kagan Training and materials

Facilitator

Participants

Schedule

On 8/8/2016

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	Top Score Writing training				$3,750.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	590-Other Materials and Supplies	0401 - Stanton Weirsdale Elementary	Title I, Part A		$1,250.00
			Notes: Notes			
	6400	310-Professional and Technical Services	0401 - Stanton Weirsdale Elementary	Title I, Part A		$2,500.00
			Notes: Notes			
2	G1.B1.S10.A1	Saxon Phonics will be used in grades K-2				$4,698.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	510-Supplies	0401 - Stanton Weirsdale Elementary	Title I, Part A		$4,698.00
			Notes: Notes			
3	G1.B1.S11.A1	StoryWorks for students in grades 4 and 5				$1,648.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	510-Supplies	0401 - Stanton Weirsdale Elementary			$1,648.00
			Notes: Notes			
4	G1.B1.S12.A1	Summer conference for teachers				$1,671.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400		0401 - Stanton Weirsdale Elementary	Title I, Part A		$1,671.00
			Notes: Notes			
5	G1.B1.S13.A1	Parent activities will help parents understand the rigor of the Florida Standards.				$2,955.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6150	510-Supplies	0401 - Stanton Weirsdale Elementary	Title I, Part A		$1,500.00
			Notes: Notes			
	5100	590-Other Materials and Supplies	0401 - Stanton Weirsdale Elementary	Title I, Part A		$1,455.00
			Notes: Notes			

6	G1.B1.S2.A1	Acaletics will be used as a resource for the delivery of Math Florida Standards. Follow-up will include use of assessment data to choose the appropriate Acaletics resources to be used for instruction.				$13,118.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	510-Supplies	0401 - Stanton Weirsdale Elementary	Title I, Part A		$13,118.00
			Notes: Notes			
7	G1.B1.S3.A1	SAC meetings				$1,428.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6150	390-Other Purchased Services	0401 - Stanton Weirsdale Elementary			$1,428.00
			Notes: Notes			
8	G1.B1.S4.A1	Place Smart Boards in three classrooms				$7,212.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100		0401 - Stanton Weirsdale Elementary	Title I, Part A		$7,212.00
			Notes: Notes			
9	G1.B1.S5.A1	Hire three additional paraprofessionals to work directly with students				$77,073.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100		0401 - Stanton Weirsdale Elementary			$77,073.00
			Notes: Notes			
10	G1.B1.S6.A1	six weeks of tutoring enrichment				$3,909.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5900		0401 - Stanton Weirsdale Elementary			$3,909.00
			Notes: Notes			
11	G1.B1.S7.A1	Babysitter for Parents for Training for Parents in how to help their children with Reading				$603.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6150		0401 - Stanton Weirsdale Elementary	Title I, Part A		$603.00
			Notes: Notes			
12	G1.B1.S8.A1	Kagan Training and materials				$6,329.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17

	6400	310-Professional and Technical Services	0401 - Stanton Weirsdale Elementary	Title I, Part A		$4,799.00
			Notes: Notes			
	6400	590-Other Materials and Supplies	0401 - Stanton Weirsdale Elementary	Title I, Part A		$1,530.00
			Notes: Notes			
13	**G1.B1.S9.A1**	**Brainpop**				**$2,295.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	360-Rentals	0401 - Stanton Weirsdale Elementary	Title I, Part A		$2,295.00
			Notes: Notes			
14	**G1.B2.S1.A1**	**Two days of collaboration for each grade level**				**$4,335.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100		0401 - Stanton Weirsdale Elementary	Title I, Part A		$4,335.00
			Notes: Notes			
					Total:	**$131,024.00**