

Marion County Public Schools

Ward Highlands Elementary School



2017-18 Schoolwide Improvement Plan

Ward Highlands Elementary School

537 SE 36TH AVE, Ocala, FL 34471

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 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	35%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	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 is pending approval by the Marion County School Board.

SIP Authority and Template

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

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify 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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Ward Highlands Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Ward-Highlands Elementary School seeks to create a challenging learning environment that encourages high expectations for success through developmentally appropriate instruction that allows for individual differences and learning styles. Our school promotes a safe, orderly, caring, and supportive environment. Each student's self-esteem is fostered by positive relationships with students and staff. We strive to have our parents, teachers, and community members actively involved in our students' learning.

b. Provide the school's vision statement.

Ward-Highlands Elementary School is a place where all students can learn; academically, socially, and emotionally in a safe and supportive atmosphere. Teachers work tirelessly to promote a positive school environment and raise student performance. Our goal is to work in a partnership with our parents and community to create an environment where students are empowered to discover their strengths and to achieve their maximum potential. Our entire school community shares the belief that all children can and will learn.

2. School Environment

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

School personnel uses various resources to gain knowledge about students cultural backgrounds and to build relationships. Most teachers review cultural differences in their beginning of the year units where students are encouraged to share. At this time teachers also incorporate their own information to build rapport and promote a community atmosphere.

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

School administration and teachers focus on building safe classroom and school environments by sticking to our school-wide expectations; 1. Be safe, 2. Be respectful, 3. Be responsible; and our motto, "If it is to be, it is up to me!" Administrators review these points on the daily morning show where they review scenarios for students where they can apply the expectations. Teachers use the expectations to model their classroom rules and procedures.

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.

WHES staff work together as a community to implement a schoolwide behavioral plan that promotes fairness and equity for all students. Schoolwide expectations are reviewed daily on the morning show and used to build individual classroom rules and procedures. When necessary, the Dean of Students will work with teachers to help establish procedures and offer reinforcement when consequences must be delivered for negative actions.

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.

WHES follows the 10 critical elements of the PBIS system. Counseling is also made available for students who are struggling through social issues. An antibullying initiative is put on through school counselors and the Dean of Students. Social skills training is provided by our school psychologist to our students who are serviced in EBD and TUB units. Students who are struggling with their daily behaviors are often placed on check in/check out systems overseen by the dean or by another administrator. Character education words are reviewed and discussed by administrators daily on the morning show.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

The school's EWS is available through Performance Matters-Unify software program. WHES's main student indicators include: course failures, attendance, referral counts, and excessive mobility. Students are also identified and tracked through Progress Monitoring Plans if they score a level 1 or 2 on state standardized tests.

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	2	12	17	13	17	6	0	0	0	0	0	0	0	67	
One or more suspensions	0	10	22	16	15	7	0	0	0	0	0	0	0	70	
Course failure in ELA or Math	0	4	24	24	6	11	0	0	0	0	0	0	0	69	
Level 1 on statewide assessment	0	0	0	7	31	31	0	0	0	0	0	0	0	69	

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	6	14	10	15	6	0	0	0	0	0	0	0	51	

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

Students in a Tier II ELA intervention will receive 150 minutes of intervention each week. Students in a Tier III ELA intervention will receive up to 300 minutes of intervention each week. Interventions are tailored to meet the individual needs of the students.

Students in a Tier II or III intervention will receive small group intervention tailored to meet their individual needs while following district protocol.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP 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/423596>.

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.

School administrators work with various community members and businesses to secure and utilize community resources. Our Student Advisory Council (SAC) meets quarterly to discuss issues relating to student performance, budgeting, technology upgrades, etc. We also partner with local businesses such as Lee's Chicken and the First Baptist Church of Ocala.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Altobello, Kristin	Principal
Owen, Katy	Assistant Principal
Hall, Carol	Assistant Principal
Woelfel, Kelly	School Counselor
Headley, Shannon	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 Principal and Assistant Principals all oversee curriculum, professional development, and coaching. They work as a team to accomplish tasks and use a variety of tools, evaluations and assessments to gauge the effectiveness of our teachers and our programs here at WHES. The Assistant Principal also oversees that teachers are checking incoming cum folders to best understand the needs of incoming students.

Mr. McCarter acts as our Dean of Students and primarily handles discipline issues with students as well as implementing and managing our School-wide Positive Behavioral Support system. He also works closely with the teachers by creating and assisting in implementing behavioral plans that are useful in the MTSS process. He will assist with issues relating to academics; including Progress Monitoring, running tutoring groups, etc.

Mrs. Headley and Mrs. Roblin serve as the Content Area Specialists for Literacy and Math respectively. Their focus is to train, model, and work with small groups of struggling students in the areas of ELA and Math. They will work with the leadership team teachers using the data generated from progress monitoring to refine our interventions plans for students. They will also be very active members in the PMP process by helping identify, screen, and staff struggling students. Ms. Woelfel, Mrs. Diamond and Mrs. Altobello serve as the guidance counselors for WHES students. They work with students to resolve personal and family issues that seem to be effecting the learning process. Counselors play an active role in the MTSS process by ensuring steps like parent contact, teacher paperwork, and the psychological evaluations are completed and ready for review. Counselors monitor attendance and work with social work services to help resolve attendance or truancy issues. They also work with local agencies and social work services to help with needs that may affect the learning process (supplies, etc).

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

Title I, Part A

Ward-Highlands Elementary School has several programs that coordinate with other state and federal dollars available and integrate federal and state programs, so the school can meet state and NCLB requirements. Title I funds will be provided to support after-school tutoring. The Centers, a mental health facility, partners with our school whenever we need specific student mental health services for any of our students. Funds from applicable federal, state, and local programs such as: IDEA-funding paraprofessionals; Title 1-funding Staff Development, personnel, and materials; Title IV-Red Ribbon Program are integrated and coordinated to meet all student needs.

Title I, Part C- Migrant

District funds are used to purchase:

School supplies, provide after school tutorial programs to improve grades, increase promotion, improve attendance and reduce dropout rates. Fund migrant liaison that works with schools and families to identify students and provide need referrals for families. Families must meet the federal eligibility to participate in the program

Title II

IDEA funding will be used in conjunction with Title II funds to train teachers in the Response to Intervention (RtI) strategies that are proven to work with students with disabilities and students with behavior problems

Title III-funding for ELL personnel to work with our English Language Learners

Title X- Homeless

District homeless social worker provides resources (clothing, school supplies, social service referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate public education.

Title I, Part D

We do not receive Title I, Part D Funds

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
April Adolf	Parent
Kelly Stutson	Parent
Tara Ringer	Parent
Amy Lefevre	Parent
Teresa Twist	Parent
Judy Mills	Parent
Cheryl Lewis	Parent
Felicia McCoy	Parent
Susan Jarosh	Teacher
Jamie Reda	Teacher
Kathy Nick	Parent
Katie Rice	Teacher
Savatrie Naryan	Parent
Andrea Gray	Teacher
Regina Dickey	Principal

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

The Student Advisory Council met to discuss and review last year's School Improvement Plan (SIP). At this meeting the team reviews and builds school goals; both academic and for school upgrades. The team also reviewed how all major decisions are based on data and how goals should be tied into that information.

b. Development of this school improvement plan

SAC meets once per quarter and is presented data and information that will help improve the schools academic achievement. SAC reads and approves the plan and gives input into the goals of the school.

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

The school's annual budget will be presented to the SAC for their information.

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

There are no funds at this current time. If funds are allocated SAC will determine how the funds will be used.

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
Dickey, Regina	Principal
Altobello, Kristin	School Counselor
Hall, Carol	Assistant Principal
Headley, Shannon	Instructional Coach
Lanza, Christopher	Instructional Media

b. Duties

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

The initiatives for the school based Literacy Leadership Team will be to increase writing across all curriculum areas. The LLT will plan professional development. Our Literacy Content Area Specialist will model writing instruction for teachers. The Principal and Assistant Principals will also do fidelity walk-throughs and give timely feedback to teachers.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

Ward-Highlands has taken many steps to ensure a positive working relationship between teachers. Administration has constructed the school schedule to allow grade level teachers to have alike specials times. This initiative allows for teachers to collaborate on student issues, lesson planning, etc. Upper grade level teachers are allowed to team teach which allows them to teach to their strengths and focus their planning time.

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

Administration assigns a veteran teacher to each beginning teacher. Once per week meetings occur to ensure the new teachers are getting information disseminated and explained effectively. Administration holds a back to school breakfast as well as a curriculum orientation to introduce the new curriculum materials. The Assistant Principals and Principal will ensure teachers feel supported and are given staff

development opportunities as needed. The Coordinator and other administrators host monthly meetings with rookie teachers to review various topics including parent conferences, the employee desktop, evaluation expectations, etc.

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

All first year and new to WHE teachers will be assigned a veteran WHE teacher mentor. Administrators and WHE mentors will host meetings with rookie/new teachers to review various topics including parent conferences, the employee desktop, evaluation expectations, etc.

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 students are serviced with Tier 1 core instruction, while 85% of students should be effectively meeting learning goals. Training will be provided to teachers for new standards and professional development opportunities with the item specifications. Curriculum maps will be implemented with fidelity while using Wonders Reading Series, Go Math! and iReady Teacher Toolbox. All of which are constructed with Florida standards in mind.

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.

The school leadership/literacy team, along with teachers' input, use data during Progress Monitoring Planning (PMP) to develop intervention groups designed to target students' academic weaknesses and raise performance. The team also uses AIMS web data to gauge student progress and Florida state assessment scores to determine students' abilities and growth. Once students are identified supplemental programs are put in place to raise student performance. For instance, math tutoring is done by administrators with the lowest 20 students twice per week leading up to the state assessment to target key skills. EIR, Reading Mastery, Corrective Reading and Reading Rewards are used in a small group setting to target nonproficient reading skills and are district approved.

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: 0

Small groups focus on targeted areas of deficiency and skills that students are currently nonproficient with.

Strategy Rationale

By addressing these areas in small groups with district approved, research-based reading strategies we liken the chances students will raise their performance.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Headley, Shannon, shannon.headley@marion.k12.fl.us

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

Benchmark and progress monitoring data will be collected monthly and discussed at problem solving team meetings. When students have shown improvement the team will consider altering their individual plan.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

Our ESE Pre-K teacher hosts parent meetings for parents of ESE children for whom we serve. Each spring, our Guidance Dept. is contacted by preschools that serve our school concerning registration information, transportation, tours, and school hours. In addition, anytime a parent registers a child for Kindergarten, a readiness handout is distributed.

Each fall, the administration and Kindergarten teachers conduct an orientation for incoming Kindergarten families prior to the start of school. This gives parents an overview of the school, the School Improvement Plan, and an opportunity to ask questions.

In addition, VPK is offered in the county to assist with preschool transitioning. The Elementary Director from the district office evaluates the quality and effectiveness of these transition programs. During the first month of school, FLKRS is used to assess student readiness rates and to determine individual student needs to be addressed by the Kindergarten and remedial teachers.

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. Though Ward-Highlands is a Pre K-5 school, we do have an annual Career Day used to introduce students to the different careers/jobs that help the community function. Guests share how a passion for knowledge and learning has helped them be successful.

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

Ward-Highlands is a Pre K-5 school.

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.

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.

Ward-Highlands is a Pre K-5 school.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If teachers engage all students in standards-based instruction utilizing effective instructional practices, then student achievement will increase.

Strategic Goals Detail

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

G1. If teachers engage all students in standards-based instruction utilizing effective instructional practices, then student achievement will increase. 1a

G095908

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	70.0
FAA Writing Proficiency	70.0
FSA Mathematics Achievement	75.0
FCAT 2.0 Science Proficiency	80.0

Targeted Barriers to Achieving the Goal 3

- Students not prepared for next grade level
- Lack of plan for overarching literacy focus

Resources Available to Help Reduce or Eliminate the Barriers 2

- After school tutoring
- Visits to other schools
- LFAS and MFAS Tasks
- Community Partners
- Wonders series
- Administration - Collaboration/Communication
- Plants/Gardens
- Technology, Smart boards, Chrome book Carts
- Fasttmath; Moby Max, IXL
- Read Works - Articles and Digital
- Go Math
- Paras
- DBQs for 3rd -5th
- Volunteers/ PTO
- National Geographic Science
- Bill Nye Videos
- ELL Support
- Teachers' Willingness to Share
- Grant Money
- Math Manipulatives
- Pre-Planning Time in Rooms
- Unify

- Public Education Foundation
- Units of Study
- CPalms
- Science Tools
- Family Fun Nights
- PTO Fundraisers
- Involved Parents
- Textbooks/Workbooks
- Copy Budget
- Mr. Tom - Tech Support
- Media Specialist - Mr. Lanza
- Content Area Specialists
- Students - Gifted Population
- Student Role Models - Safety Patrols
- Compassionate Students - Helpful
- ESE Support for Each Grade Level
- Paraprofessionals
- Grade Level Planning
- Daily PE and Recess
- Playground Space
- iReady Teacher Toolboxx
- IXL
- Achieve 3000

Plan to Monitor Progress Toward G1. 8

Student Data

Person Responsible

Regina Dickey

Schedule

Monthly, from 9/5/2017 to 5/18/2018

Evidence of Completion

Improvement of scores over time. Data Sources: iReady Progress Monitoring, FSA, LEOCE

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

 = Problem Solving Step  S123456 = Quick Key

G1. If teachers engage all students in standards-based instruction utilizing effective instructional practices, then student achievement will increase. 1

 G095908

G1.B5 Students not prepared for next grade level 2

 B258125

G1.B5.S1 Hire Content Area Specialists and Paraprofessionals to support students and teachers. 4

 S273247

Strategy Rationale

If students and teachers have extra personnel to support their needs student achievement will increase.

Action Step 1 5

Hire Qualified Content Area Specialists for Literacy and Math

Person Responsible

Regina Dickey

Schedule

On 7/5/2017

Evidence of Completion

Signed PSN

Action Step 2 5

Hire Qualified Paraprofessionals

Person Responsible

Regina Dickey

Schedule

On 8/4/2017

Evidence of Completion

Signed PSN

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

Weekly leadership team meetings with CAS

Person Responsible

Regina Dickey

Schedule

Weekly, from 8/17/2017 to 5/17/2018

Evidence of Completion

Leadership team meeting notes

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

Monthly Paraprofessional Meetings

Person Responsible

Regina Dickey

Schedule

Monthly, from 8/30/2017 to 5/16/2018

Evidence of Completion

Meeting Agendas

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

Formal and Informal Observations

Person Responsible

Regina Dickey

Schedule

Daily, from 9/5/2017 to 5/18/2018

Evidence of Completion

Employee Evaluations

G1.B5.S2 Plan, communicate, and implement parent engagement activities. 4

S273248

Strategy Rationale

If parents are engaged in their child's education student achievement increases.

Action Step 1 5

Monthly school newsletters sent home

Person Responsible

Regina Dickey

Schedule

Monthly, from 9/1/2017 to 5/1/2018

Evidence of Completion

Copy of parent compacts, students handbooks/calendars, monthly newsletter

Action Step 2 5

Hire a parent liaison to help with communication and parent engagement events.

Person Responsible

Regina Dickey

Schedule

On 7/5/2017

Evidence of Completion

Title I Budget and Signed PSN

Action Step 3 5

Plan and implement parent engagement activities

Person Responsible

Regina Dickey

Schedule

Monthly, from 8/31/2017 to 5/25/2018

Evidence of Completion

Calendar of Events

Plan to Monitor Fidelity of Implementation of G1.B5.S2 6

Discuss parent engagement activities and home/school communication at weekly leadership team meetings.

Person Responsible

Regina Dickey

Schedule

Monthly, from 8/17/2017 to 5/17/2018

Evidence of Completion

Leadership team meeting notes.

Plan to Monitor Effectiveness of Implementation of G1.B5.S2 7

Conversations with parents at SAC meetings

Person Responsible

Regina Dickey

Schedule

Quarterly, from 9/26/2017 to 5/15/2018

Evidence of Completion

SAC minutes

G1.B5.S3 Purchase standards-based/research-based programs to supplement core curriculum. 4

 S273249

Strategy Rationale

If students and teachers use standards-based/research-based programs to supplement core curriculum student achievement will increase.

Action Step 1 5

Purchase programs that are standards-based and research based for students and teachers.

Person Responsible

Regina Dickey

Schedule

On 9/29/2017

Evidence of Completion

Title I Purchase Forms for iReady, IXL, Achieve 3000

Plan to Monitor Fidelity of Implementation of G1.B5.S3 6

Monthly data chats

Person Responsible

Regina Dickey

Schedule

Monthly, from 9/5/2017 to 5/1/2018

Evidence of Completion

Tuesday Team Talk Agendas

Plan to Monitor Effectiveness of Implementation of G1.B5.S3 7

Discuss and monitor usage and data with teachers

Person Responsible

Regina Dickey

Schedule

Monthly, from 9/5/2017 to 5/8/2018

Evidence of Completion

Student data reports from iReady and Unify

G1.B5.S4 Increase school/home communication. 4

 S273250

Strategy Rationale

If we have better communication between school and home student achievement will increase.

Action Step 1 5

Purchase items to increase school to home communication.

Person Responsible

Regina Dickey

Schedule

On 7/10/2017

Evidence of Completion

Title I Budget and Title I Order Forms

Plan to Monitor Fidelity of Implementation of G1.B5.S4 6

Monitor the use items purchased.

Person Responsible

Regina Dickey

Schedule

Quarterly, from 9/5/2017 to 5/18/2018

Evidence of Completion

Parent Compacts and Student Planners

Plan to Monitor Effectiveness of Implementation of G1.B5.S4 7

Monitor the use of parent compacts and student planners.

Person Responsible

Regina Dickey

Schedule

Quarterly, from 9/5/2017 to 5/18/2018

Evidence of Completion

Parent Compacts and Student Planners Usage - Discuss during Parent/Teacher Conferences - Conference Notes

G1.B5.S5 Provide professional development on researched based instructional practices. 4

 S273251

Strategy Rationale

If instructional personnel receive effective PD on researched based instructional practices student achievement will increase.

Action Step 1 5

Book Study using The Fundamental 5

Person Responsible

Regina Dickey

Schedule

Biweekly, from 10/3/2017 to 12/12/2017

Evidence of Completion

Tuesday Team Talk Agendas

Plan to Monitor Fidelity of Implementation of G1.B5.S5 6

Chapter Studies at each Tuesday Team Talk

Person Responsible

Regina Dickey

Schedule

Biweekly, from 10/3/2017 to 12/12/2017

Evidence of Completion

Tuesday Talk Agendas

Plan to Monitor Effectiveness of Implementation of G1.B5.S5 7

Formal and Informal Faculty Observations

Person Responsible

Regina Dickey

Schedule

Daily, from 10/9/2017 to 4/27/2018


Evidence of Completion

Information in TNL - Domain 3

G1.B33 Lack of plan for overarching literacy focus **2**

 B258153

G1.B33.S2 Create a plan for school-wide literacy focus. **4**

 S273253

Strategy Rationale

Planning for a school-wide literacy focus will increase student engagement and student achievement.

Action Step 1 **5**

Organize a literacy leadership team that is representative of all faculty and staff at Ward-Highlands.

Person Responsible

Shannon Headley

Schedule

On 8/31/2017

Evidence of Completion

LLT Meeting Notes

Action Step 2 **5**

Literacy Leadership Team meets to create and implement the school-wide literacy plan for all content areas.

Person Responsible

Shannon Headley

Schedule

Monthly, from 8/30/2017 to 5/25/2018

Evidence of Completion

LLT Meeting Minutes

Action Step 3 5

LLT will create and implement a focus plan for teaching writing structure that is all inclusive for all students in K-5 including ESE self-contained.

Person Responsible

Shannon Headley

Schedule

Monthly, from 8/30/2017 to 12/13/2017

Evidence of Completion

LLT Meeting Minutes and Calendar of PD

Action Step 4 5

LLT will meet to create and publish a calendar for professional development.

Person Responsible

Shannon Headley

Schedule

On 8/30/2017

Evidence of Completion

Published Calendar of Events/PD

Plan to Monitor Fidelity of Implementation of G1.B33.S2 6

Weekly leadership team meetings - Discuss progress of LLT and Plan

Person Responsible

Regina Dickey

Schedule

Weekly, from 8/17/2017 to 5/17/2018

Evidence of Completion

Weekly leadership team meeting notes.

Plan to Monitor Effectiveness of Implementation of G1.B33.S2 7

Formal and Informal Teacher Observations

Person Responsible

Regina Dickey

Schedule

Weekly, from 9/5/2017 to 5/18/2018

Evidence of Completion

Data in TNL

Plan to Monitor Effectiveness of Implementation of G1.B33.S2 7

Formative Assessments

Person Responsible

Shannon Headley

Schedule

Monthly, from 9/11/2017 to 5/18/2018








Evidence of Completion

Student data, Common Boards

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B5.S1.A1 A366783	Hire Qualified Content Area Specialists for Literacy and Math	Dickey, Regina	7/5/2017	Signed PSN	7/5/2017 one-time
G1.B5.S2.A2 A366786	Hire a parent liaison to help with communication and parent engagement events.	Dickey, Regina	7/5/2017	Title I Budget and Signed PSN	7/5/2017 one-time
G1.B5.S4.A1 A366789	Purchase items to increase school to home communication.	Dickey, Regina	7/10/2017	Title I Budget and Title I Order Forms	7/10/2017 one-time
G1.B5.S1.A2 A366784	Hire Qualified Paraprofessionals	Dickey, Regina	6/1/2017	Signed PSN	8/4/2017 one-time
G1.B33.S2.A4 A366795	LLT will meet to create and publish a calendar for professional development.	Headley, Shannon	8/30/2017	Published Calendar of Events/PD	8/30/2017 one-time
G1.B33.S2.A1 A366792	Organize a literacy leadership team that is representative of all faculty and staff at...	Headley, Shannon	8/3/2017	LLT Meeting Notes	8/31/2017 one-time
G1.B5.S3.A1 A366788	Purchase programs that are standards-based and research based for students and teachers.	Dickey, Regina	7/5/2017	Title I Purchase Forms for iReady, IXL, Achieve 3000	9/29/2017 one-time
G1.B5.S5.MA1 M393260	Chapter Studies at each Tuesday Team Talk	Dickey, Regina	10/3/2017	Tuesday Talk Agendas	12/12/2017 biweekly
G1.B5.S5.A1 A366790	Book Study using The Fundamental 5	Dickey, Regina	10/3/2017	Tuesday Team Talk Agendas	12/12/2017 biweekly
G1.B33.S2.A3 A366794	LLT will create and implement a focus plan for teaching writing structure that is all inclusive for...	Headley, Shannon	8/30/2017	LLT Meeting Minutes and Calendar of PD	12/13/2017 monthly
G1.B5.S5.MA1 M393259	Formal and Informal Faculty Observations	Dickey, Regina	10/9/2017	Information in TNL - Domain 3	4/27/2018 daily
G1.B5.S2.A1 A366785	Monthly school newsletters sent home	Dickey, Regina	9/1/2017	Copy of parent compacts, students handbooks/calendars, monthly newsletter	5/1/2018 monthly
G1.B5.S3.MA1 M393256	Monthly data chats	Dickey, Regina	9/5/2017	Tuesday Team Talk Agendas	5/1/2018 monthly
G1.B5.S3.MA1 M393255	Discuss and monitor usage and data with teachers	Dickey, Regina	9/5/2017	Student data reports from iReady and Unify	5/8/2018 monthly
G1.B5.S2.MA1 M393253	Conversations with parents at SAC meetings	Dickey, Regina	9/26/2017	SAC minutes	5/15/2018 quarterly
G1.B5.S1.MA2 M393252	Monthly Paraprofessional Meetings	Dickey, Regina	8/30/2017	Meeting Agendas	5/16/2018 monthly
G1.B5.S1.MA1 M393251	Weekly leadership team meetings with CAS	Dickey, Regina	8/17/2017	Leadership team meeting notes	5/17/2018 weekly
G1.B5.S2.MA1 M393254	Discuss parent engagement activities and home/school communication at weekly leadership team...	Dickey, Regina	8/17/2017	Leadership team meeting notes.	5/17/2018 monthly
G1.B33.S2.MA1 M393263	Weekly leadership team meetings - Discuss progress of LLT and Plan	Dickey, Regina	8/17/2017	Weekly leadership team meeting notes.	5/17/2018 weekly
G1.MA1 M393264	Student Data	Dickey, Regina	9/5/2017	Improvement of scores over time. Data Sources: iReady Progress Monitoring, FSA, LEOCE	5/18/2018 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B5.S1.MA1  M393250	Formal and Informal Observations	Dickey, Regina	9/5/2017	Employee Evaluations	5/18/2018 daily
G1.B33.S2.MA1  M393261	Formal and Informal Teacher Observations	Dickey, Regina	9/5/2017	Data in TNL	5/18/2018 weekly
G1.B33.S2.MA3  M393262	Formative Assessments	Headley, Shannon	9/11/2017	Student data, Common Boards	5/18/2018 monthly
G1.B5.S4.MA1  M393257	Monitor the use of parent compacts and student planners.	Dickey, Regina	9/5/2017	Parent Compacts and Student Planners Usage - Discuss during Parent/Teacher Conferences - Conference Notes	5/18/2018 quarterly
G1.B5.S4.MA1  M393258	Monitor the use items purchased.	Dickey, Regina	9/5/2017	Parent Compacts and Student Planners	5/18/2018 quarterly
G1.B5.S2.A3  A366787	Plan and implement parent engagement activities	Dickey, Regina	8/31/2017	Calendar of Events	5/25/2018 monthly
G1.B33.S2.A2  A366793	Literacy Leadership Team meets to create and implement the school-wide literacy plan for all...	Headley, Shannon	8/30/2017	LLT Meeting Minutes	5/25/2018 monthly

V. Professional Development Opportunities

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

G1. If teachers engage all students in standards-based instruction utilizing effective instructional practices, then student achievement will increase.

G1.B5 Students not prepared for next grade level

G1.B5.S5 Provide professional development on researched based instructional practices.

PD Opportunity 1

Book Study using The Fundamental 5

Facilitator

Regina Dickey

Participants

Administration and Instructional Faculty

Schedule

Biweekly, from 10/3/2017 to 12/12/2017

G1.B33 Lack of plan for overarching literacy focus

G1.B33.S2 Create a plan for school-wide literacy focus.

PD Opportunity 1

LLT will create and implement a focus plan for teaching writing structure that is all inclusive for all students in K-5 including ESE self-contained.

Facilitator

Shannon Headley

Participants

Instructional Personnel

Schedule

Monthly, from 8/30/2017 to 12/13/2017

PD Opportunity 2

LLT will meet to create and publish a calendar for professional development.

Facilitator

Shannon Headley

Participants

Instructional Personnel

Schedule

On 8/30/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B33.S2.A1	Organize a literacy leadership team that is representative of all faculty and staff at Ward-Highlands.				\$0.00
2	G1.B33.S2.A2	Literacy Leadership Team meets to create and implement the school-wide literacy plan for all content areas.				\$0.00
3	G1.B33.S2.A3	LLT will create and implement a focus plan for teaching writing structure that is all inclusive for all students in K-5 including ESE self-contained.				\$9,475.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0251 - Ward Highlands Elementary Schl			\$9,475.00
			Notes: Consumable Supplies			
4	G1.B33.S2.A4	LLT will meet to create and publish a calendar for professional development.				\$0.00
5	G1.B5.S1.A1	Hire Qualified Content Area Specialists for Literacy and Math				\$86,497.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0251 - Ward Highlands Elementary Schl	Title, I Part A		\$86,497.00
			Notes: Shannon Headley - CAS Literacy Aurora Roblin - CAS Math .5			
6	G1.B5.S1.A2	Hire Qualified Paraprofessionals				\$85,314.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0251 - Ward Highlands Elementary Schl	Title, I Part A		\$85,314.00
			Notes: Karen Gilbert Theresa Hart Gina Shutters Wendy Baugh			
7	G1.B5.S2.A1	Monthly school newsletters sent home				\$0.00
8	G1.B5.S2.A2	Hire a parent liaison to help with communication and parent engagement events.				\$2,187.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0251 - Ward Highlands Elementary Schl	Title, I Part A		\$2,187.00
			Notes: Madeline Wise			
9	G1.B5.S2.A3	Plan and implement parent engagement activities				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18

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			0251 - Ward Highlands Elementary Schl	Title, I Part A		\$5,000.00
			<i>Notes: Parent Engagement - Curriculum Night Supplies</i>			
10	G1.B5.S3.A1	Purchase programs that are standards-based and research based for students and teachers.				\$28,973.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0251 - Ward Highlands Elementary Schl	Title, I Part A		\$9,265.00
			<i>Notes: iReady Teacher Toolbox</i>			
			0251 - Ward Highlands Elementary Schl	Title, I Part A		\$17,708.00
			<i>Notes: Achieve 3000 - Kid Biz and Smarty Ants</i>			
			0251 - Ward Highlands Elementary Schl	Title, I Part A		\$2,000.00
			<i>Notes: IXL Math</i>			
11	G1.B5.S4.A1	Purchase items to increase school to home communication.				\$2,466.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0251 - Ward Highlands Elementary Schl	Title, I Part A		\$150.00
			<i>Notes: Parent Compacts</i>			
			0251 - Ward Highlands Elementary Schl	Title, I Part A		\$625.00
			<i>Notes: Student Handbooks/Calendar Grades K-2</i>			
			0251 - Ward Highlands Elementary Schl	Title, I Part A		\$1,691.00
			<i>Notes: Student Planners for Grades 3-5</i>			
12	G1.B5.S5.A1	Book Study using The Fundamental 5				\$1,996.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0251 - Ward Highlands Elementary Schl	Title, I Part A		\$1,996.00
			<i>Notes: Fundamental 5: The Formula for Quality Instruction</i>			
Total:						\$221,908.00