Janie Howard Wilson School

2017-18 Schoolwide Improvement Plan

Janie Howard Wilson School

306 FLORIDA AVE, Lake Wales, FL 33853

http://lwcharterschools.com/janiehoward

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	Yes	73%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	D	D	D*	D

*Informational Baseline School Grade

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

School Board Approval

This plan was approved by the Lake Wales County School Board on 10/23/2017.

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 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 Janie Howard Wilson School

DA Region and RED	DA Category and Turnaround Status
Southwest -	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Our mission is to provide a safe and caring environment where all students can be prepared both socially and academically for our future society. Learning for all, whatever it takes!

b. Provide the school's vision statement.

Janie Howard Wilson's (JHW) vision is to provide a happy, caring, and stimulating environment where children can achieve their fullest potential. The JHW staff works together to provide a safe, nurturing learning environment that fosters curiosity, inquiry, and appreciation for life-long learning. We collectively work in partnership with parents, community, and all stakeholders to educate our students and prepare them to be productive citizens in the world of work. Learning for all: Whatever it takes!

2. School Environment

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

Janie Howard Wilson Elementary has a very diverse school population.
We learn about students' cultures through parent information and family interaction. JHW's staff demographic makeup reflects our commitment to make sure our students have diverse cultural role models. We emphasize building relationships with students and families. At the beginning of the year, we make positive phone calls to parents of our students. We conduct conference days and other opportunities for parents to meet with their child's teacher several times throughout the school year. In addition, we are constantly recruiting mentors to build additional relationships with our students. We have collaborated with a local church and family literacy council to conduct outreach family nights at least four times during the year. In addition, we conduct family outreach nights where the staff goes to various communities where students live and provide fun activities for interaction and building relationships.

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

Janie Howard Wilson provides a safe and orderly environment during and after school hours. Supervision is provided by various staff members throughout the campus. We have developed supervision points, maps, and procedures to monitor safety.

We focus monthly on character development with our students and staff in order to build a respectful school culture. We also have locations around school campus where students can anonymously report incidents which will then be followed up by a member of the leadership team.

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.

The school wide behavior system used at Janie Howard Wilson is the Positive Behavior Support System (PBS). This system clearly defines three school wide expectations of our students which are: Being Respectful, Being Responsible, and Being Safe. Our staff is trained annually on the procedures

to follow using our PBS system. All staff is also trained on reporting disciplinary incidents through using Request for Parental Support (RPS) and our office referral procedures.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

We have a student support coordinator, school social worker, and school psychologist who conduct routine visits in the classroom, with parents/students, and to the home. All of these personnel are available to provide counseling and mentoring with students. We also team up with local agencies to help our students and families in need.

Another resource we utilize from the community is recruiting mentors for our students. We provide a training to all mentors before contact with children occurs.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 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.

Our attendance is checked weekly along with our bi-weekly progress reports. Parents are notified of attendance issues and conferences with administration are requested. Home visits are made by the administrative team and charter office personnel if found necessary.

Students who receive one or more suspensions have their parents contacted for a parental support conference. At that conference, a behavior plan is developed for the child and plan is reviewed by parent/leadership team.

Students who are struggling (failing) or scoring a Level 1 on standardized testing in English Language Arts or Mathematics are placed in our extra support groups and will receive extra support in reading and math weekly. These students are also targeted for our after school tutoring- conducted on Saturdays. They are also placed if necessary in Multi-Tiered Support System (MTSS).

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	29	22	14	15	8	15	0	0	0	0	0	0	0	103
One or more suspensions	5	7	4	11	9	19	0	0	0	0	0	0	0	55
Course failure in ELA or Math	15	7	13	11	9	11	0	0	0	0	0	0	0	66
Level 1 on statewide assessment	0	0	0	29	47	15	0	0	0	0	0	0	0	91

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Reading and Math Intervention Strategies

Janie Howard Wilson provides various tiered intervention strategies. Tier 1 students receive an extra hour of reading each day using differentiated instructional strategies. In addition to tier 1 services, Tier 2 Students receive daily data driven differentiated small group instruction in the areas of Reading. Tier 3 students are eligible receive all of the appropriate services described in Tier 1 and Tier 2. In addition, these students receive targeted, intensive remedial academic interventions that are administered by intervention specialists. Additional staff have been hired to assist with reading in 3rd, 4th,and 5th grade. Three intervention reading resource people and two paras. Additionally, if necessary, students are also monitored and placed in our Multi-Tiered Support System (MTSS)

Attendance Intervention Strategies

Our attendance is checked weekly and a report is generated to determine students who have missed 3 or more days of school. Our attendance committee, which consists of administrator, social worker, terminal operator, and JHW's social services coordinator. They monitor the attendance history of students with early warning signs or have chronic attendance issues. Letters are sent to parents of students with 3 or more accumulated absences. Parent conferences are set up for Students who reach 10 or more accumulated absences. In an effort to reach parents and develop an attendance intervention plan to address absences and support families, the attendance committee develop attendance contracts and check in and out for students and families, conducts parent conferences, locate local resources to assist families, conduct home visits with nurse and/or other school personnel.

• Tier 1 students receive an extra hour of reading
• Tier 2 students receive an extra hour of reading which includes daily differentiated small group data driven instruction
• Tier 3 students receive appropriate tier 1 and 2 services. Additionally, they receive intensive reading instruction with the reading interventionist who works with the student's teacher to design a differentiated learning plan to address the student's individual needs.
• Students identified as scoring in the bottom quartile on the 2016-2017 FSA in grades 3-5 receive additional differentiated small group instruction for reading and math during the school day twice a week.
• Resource teachers and administrators conduct differentiated small group instruction in Reading and Math based on progress monitoring performance data from MAPS.
• Saturday tutoring will be available for our bubble students in both Math and ELA in grades 3-5 twice per month.
• Additional hands on Science lab activities twice a week for 5th grade.
• 5 Co teachers have been hired l to support students during the Reading blocks, and extra hour of reading

.• Reading interventionist to support Tier 3 students at least three times a week.
• ELA, Math, and Science Resource teachers instruct students and model best instructional practices for teachers.
• Frequent professional development, modeling, and collaborative opportunities for teachers to engage in best practices for instruction.

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/427697.

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.

We would like to increase parent involvement at Janie Howard Wilson by providing multiple opportunities for parents to access JHW teachers and staff. Staff members will work closely with SAC and PTO volunteers to create engaging educational programs and activities for students and their families.

We are teaming up with local agencies to provide family nights. In addition, our school is the site of our local Family Literacy Academy which services many of our families. This agency provides families with the opportunity to receive their GED, financial literacy, student tutoring, and parenting classes. We will conduct community outreach nights in our local neighborhoods to help support the school to home connection.

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
Ray, Linda	Principal
Barnhardt, April	Assistant Principal
Kieffer, Kim	Instructional Coach
Martinez, Epifania	Instructional Coach
Garrett, Molly	Instructional Coach
Duncan, Nichole	School Counselor
Harrs, Amy	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 JHW leadership team consists of the principal, assistant principal, literacy specialist, science specialist, math specialist, ESE, and ESOL teacher, and the school counselor. The leadership team

will assess the school's needs, establish goals and priorities for academics and provide professional development opportunities to meet these goals. The leadership team will meet with grade levels and staff weekly to discuss progress towards goals and create an action plan for reaching goals on student progression.

Principal: The Principal is the driving force and instructional leader of the school. She provides a common vision for the use of data-based decision –making, models the Problem Solving Process; supervises the development of a strong infrastructure; conducts assessment of the skills of school staff; ensures implementation of high yield instructional strategies, collaborative learning, intervention support and documentation; provides adequate professional learning opportunities; develops a culture of expectation with the school staff; ensures resources are assigned to those areas in most need; and communicates with parents as necessary.

Assistant Principal: Assists the Principal in providing a common vision for the use of data-based decision-making, assists in the development of a strong infrastructure of resources for the implementation of high yield instructional strategies, further assists the principal in the assessment of school staff, assists with the monitoring of implementation of intervention and necessary documentation, assists with the delivery of professional development for effective instructional delivery. The assistant principal carefully monitors the additional academic support schedule to ensure all personnel are serving in their specified areas. She provides commentary on a weekly basis and works with the principal to make schedule adjustments as needed. The assistant principal also provides and supports common vision for Positive Behavior Support School wide discipline by enforcing protocol and policy.

ELA Coach: Assists teachers with the interpretation and implementation of the Florida Standards for Language Arts and provides instructional support to include preparation of lesson plans, content alignment, content delivery methods and instructional modeling. She also assists in the design and implementation for progress monitoring, data collection, and data analysis, participates in the design and delivery of professional development.

Math Coach: Assists teachers with the interpretation of Florida Standards for Mathematics and provides instructional support to include preparation of lesson plans, content alignment, content delivery methods, and instructional modeling. She also assists in the design and implementation for progress monitoring, data collection, and data analysis, participates in the design and delivery of professional development.

Student Services support Coordinator: Participates in collection, interpretation, and analysis of data; provides support for intervention fidelity and documentation; assists with professional development for behavior concerns; assists in facilitation data-based decision making activities. She also provides quality services and expertise on issues ranging from IEP development to intervention with individual students. She communicates with child-serving community agencies to support the students' academic, emotional, behavioral, and social success.

ELL Teacher- Serves as a advocate for ELL students from diverse backgrounds. She provides inclusion type instructional strategies in the classrooms and in small differentiated groups for students who need more intensive academic skills instruction.

Science Resource Teacher Assists teachers with the interpretation of Florida Standards for Science and provides instructional support to include preparation of lesson plans, content alignment, content delivery methods, and instructional modeling. She also assists in the design and implementation for progress monitoring, data collection, and data analysis, participates in the design and delivery of professional development.

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.

As a result of data collection from MAPS, FSA testing, and formative assessments, Janie Howard Wilson has developed school-wide targets and supports for academic and social behaviors at the Tier 1 level. All students receive 120 minutes of direct reading instruction and at least 75 minutes of direct math instruction, as well as science and writing instruction. School-wide Positive Behavior Supports are our Tier 1 core instruction. Tier 2 interventions for academics are delivered through evidence-based small group differentiated instruction within the classroom (we are adding an additional 100 minutes weekly) Check-in/Check-out procedures and small group/individual social skills instruction are used as Tier 2 interventions for behavioral support. Tier 3 interventions are based on the academic and behavior needs of the student and include specialized individual instruction targeting on specific skills. The Problem Solving team meets, at a minimum of once a month, to review data and goals/objectives. The Leadership Team meets with grade levels weekly for planning and the sharing information.

All federal, state, and local funds, services, and programs will be integrated in the school in various ways.
• Salaries for academic support personnel such as reading, science, math resource teachers and academic support paraprofessionals
• Purchase instructional materials to support reading, science, writing, and math instruction.
• Purchase instructional materials to assist with small group intensive instruction for struggling students.
• Provide instructional materials and supplies for after school tutorial programs
• Provide resources for professional development
• Provide access to progress monitoring technology that enable teachers to dis-aggregate progress-monitoring data and communicate this information to students and parents. This data will also assist teachers with making data driven instructional decisions to address student skill mastery.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Julio Acevedo	Education Support Employee
April Barnhardt	Principal
Sarah Caraway	Business/Community
Johanna Figueroa	Parent
Bert Goddard	Business/Community
Linda J Ray	Principal
Judy Shoemaker	Education Support Employee
Molly DeGolyer	Teacher
Carolyn Barnhardt	Business/Community
Diana Ramirez	Parent
Angela Heyward	Education Support Employee
Eloisa Guzman	Parent
Linda Bagley	Parent
Cheryl Donaldson	Education Support Employee
Amber Stevens	Parent

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, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

Each year the SAC reviews, edits, and approves the School Improvement Plan. September 2017 our SAC committee will be presented the School Improvement Plan, and our leadership team explained our goals, barriers, strategies for the school year. The SAC recommended changes and gave a final approving vote on the plan. Minutes from this SAC meeting are kept on file with the school's Title I facilitator.

b. Development of this school improvement plan

SAC is involved in helping to target academic goals, parental involvement goals, and other targets for the school year. The SAC approves the final product of the SIP and revisits the plan throughout the year to make sure focus is still on the selected goals. Janie Howard Wilson's SAC will be meeting on September 2017 to review the SAC for approval.

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

SAC is involved in budget through discussions and fiscal management meetings. The administration communicates goals for our budget and federal program allocations. Our SAC committee decides on spending 1% of our Title I allocation. This allocation is spent on school/student needs. They are also informed about many of other federal and local grants for school improvement.

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

The school improvement funds will be used to help increase community stakeholder relationships. There is also money allocated to help reach our targeted goals in reading, math, science. SEE BUDGET WORKSHEET IN ATTACHMENTS.

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
Ray, Linda	Principal
Barnhardt, April	Assistant Principal
Martinez, Epifania	Instructional Coach
Harrs, Amy	Instructional Coach
Duncan, Nichole	Instructional Coach

b. Duties

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

Our ELA coach meets weekly with our instructional staff to insure our teachers are in compliance with the implementation of Florida ELA Standards and address needs/area of concerns.

The major initiatives:
1. Provide staff input and support for the Implementation of Florida Standards
2. Provide direct grade level instruction daily. (Core instruction 120 minutes daily K-2 and 90 minutes daily for 3-5).
3.We are providing Saturday tutoring twice a month for targeted students in grades 3-5 for ELA beginning in October 2017.
4. Provide an additional hour of differentiated researched based reading instruction daily. (This additional hour of instruction is on the students instructional level and differentiated to meet our students' individual needs. Our reading resource teacher provides monthly training for teachers on these strategies.) Our bottom quartile of students will be pulled out for small group instruction during the extra hour.
5. Support and evaluate the effectiveness of the school's literacy curriculum, analyze assessment data to identify individual needs, adjust instruction, and design professional development based on student needs.

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

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

JHW conducts weekly grade level meetings in which lesson planning, standards, progress monitoring, and instructional strategies are discussed. One of these meetings monthly, is dedicated to professional development opportunities led by our resource teachers. In addition, all grade levels have a common planning time and are encouraged to share ideas and best practices.

We also conduct weekly all staff meetings to discuss school wide initiatives, procedures, policies, and build a sense of team work collaboration with all grade levels.

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

1. Encourage teachers to work with interns from local colleges: Principal, Assistant Principal, Reading Resource Teacher, Other Teachers at School

2. Teacher mentors are assigned to first year teachers.

3. Increased technology in classrooms: Technology Committee, Principal, Assistant Principal, Other teachers who are proficient in technology.

4. Implementing positive programs and updated research based materials: All Staff

5. Provide support for staff through professional development.

6. Provide support in finding local agencies to assist in transitioning to our community.

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

Janie Howard Wilson assigns each new teacher with a teacher mentor. The teacher and their mentors meet weekly to determine instructional needs and help develop effective instruction. The administration and leadership team will work with the first year teachers to develop effective instruction.

Our charter system has a TIPS training for new teachers where they meet once a month. Janie Howard Wilson provides each new teacher a mentor teacher which they meet with on a weekly basis, and our new teachers are required to attend monthly PLCs.

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.

Janie Howard Wilson implements the Florida Standards with fidelity. We utilize research based instructional curricula that is aligned with the Florida Standards. Each teacher has been given a curriculum map to guide instruction using Florida Standards throughout the year. The implementation curricula is monitored through review of lesson plans, walk through, informal/formal classroom observations, and monitoring by our leadership team.

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.

Janie Howard Wilson uses progress monitoring data to drive our instruction. Teachers will be able to analyze data to strategically implement small group plans with fidelity. Throughout the school year we

use Measure of Academic Progress (MAPS) assessment,Florida Assessment for Instruction in Reading (IBTP), and formative assessments to determine the best instructional plan and provide differentiated instruction throughout the year.. We are monitoring the Florida Standards through bi-weekly benchmark assessments in reading.

Once our data is analyzed teachers will collaboratively plan weekly to create an instructional plan grouping our students based on their performance level for differentiated instruction and targeted intervention. The students are grouped based on their instructional level for all subjects and taught accordingly using differentiated instruction. . Students who are having difficulty in Tier I curriculum are targeted for classroom small group differentiated intervention (Tier 2).

To differentiate for all students, we are using an extra hour of reading instruction which provides remediation as well as enrichment in Language Arts.

Retired teachers and para educators will assist the classroom teacher in implementing small groups

The lowest 25%, tier 2's and 3's will be constantly analyzed and reviewed for improvement

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: Weekend Program

Minutes added to school year: 1,630

After school STEM enrichment program for higher level students KG-5th grades. This program is hands on learning in Science, Technology, Engineering, and Mathematics for enrichment. We have KINDLERS KG-1st grades, SPARKS 2nd-3rd grades, and IGNITE 4th-5th grades.

Strategy Rationale

The rationale for this program is to ensure that we are meeting the needs of our higher level students and giving them opportunities to excel with higher order thinking and more diverse learning. This program is different than our after school tutoring because it is STEM based learning and not strategic intervention.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Ray, Linda, linda.ray@lwcharterschools.com

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

MAPS Science Data
Formative Assessments
Student Surveys
Parent Surveys

Strategy: Weekend Program

Minutes added to school year:

> *Strategy Rationale*
>
> *Strategy Purpose(s)*
>
> - Core Academic Instruction
>
> - Enrichment
>
> *Person(s) responsible for monitoring implementation of the strategy*
>
> *Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy*

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, §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.

Janie Howard Wilson provides opportunities for families of future kindergarten students to attend workshops at the school throughout the year. We also conduct a kindergarten orientation week during the summer which helps upcoming students and their parents transition from Pre-Kindergarten to Elementary school. During the school year, we continue this transition with our" K-Support" class which works with students who are lacking in Kindergarten readiness. This" K-Support" program also provides parents with the tools that support the academic success of their students.

For first through fifth grades, students receive a summer calendar with activities that reinforce current grade level standards as well as prepare them for the next grade level. We are also a location for our community summer academic/recreational program.

At the start of the school year, we provide a Welcome Back Family Night in which parents/students receive grade specific information and a preview of Florida Standards.

b. College and Career Readiness

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

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

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

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

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 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.

Please see attached Comprehensive Needs Assessment and targeted barriers..

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

$\boxed{1}$ = Problem Solving Step   🔑 $\boxed{S123456}$ = Quick Key

Strategic Goals Summary

G1.   By the end of the 2017-2018 school year, Janie Howard Wilson Elementary will raise their school grade to a "C" or better by increasing proficiency in all subject areas.

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. By the end of the 2017-2018 school year, Janie Howard Wilson Elementary will raise their school grade to a "C" or better by increasing proficiency in all subject areas. 1a

🔍 G098285

Targets Supported 1b

Indicator	Annual Target
School Grade - Percentage of Points Earned	42.0
Statewide Science Assessment Achievement	40.0

Targeted Barriers to Achieving the Goal 3

- Reading level of students' is below actual grade level and lack of student interest in reading.

- Students struggle with mastery of foundational math skills which makes solving multi-step on grade level word problems difficult.

- Students lack basic scientific knowledge due to less scheduled structured time in Science.

- Students struggle with writing because they are deficit in reading, vocabulary, and grammar.

Resources Available to Help Reduce or Eliminate the Barriers 2

- READING/ELA • Content area texts at student reading levels -science and social studies. • Magazine resources and online resources to encourage engagement. • Reading logs/ Book-It in all classrooms to encourage reading at home • Guided texts for close reads. • Guided reading intervention programs for targeted students. • On level cold reads and articles. * Top Score Writing Curriculum • Write Score for Reading and Writing • iStation online reading intervention programs • MAPS online progress monitoring to diagnose specific student needs and create learning plans. • Scot Foresman Reading Street Literacy Program • Accelerated Reading Program • MAPS Skills Navigator * SRA intervention program * Brain Pop MATH • Math Instructional Coach and Math Coach Plus • Acaletics • Benchmarks bi-weekly assessments. • MAPS online progress monitoring and diagnostic tool. • Math Facts in a Flash/ Basic computation online program (school wide initiative) • Go Math • Math Party • Math Facts/Fluency Incentives * SCIENCE • Science Boot Camp (4th and 5th Grade) • Science Weekly • Hartcourt Science Textbook * Science Fusion online curriculum • Acaletics Science Quick Picks * Flocabulary

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Plan to Monitor Progress Toward G1. 8

The data that will be collected and reviewed to determine the progress towards our goal of receiving a school grade of "C" or better.

Person Responsible

Linda Ray

Schedule

Monthly, from 8/10/2017 to 5/24/2018

Evidence of Completion

On going progress monitoring data (District made/MAPS) Monthly assessments on benchmarks. Lesson Plans While looking at our data monthly, we will meet with teachers and students to determine strategies that are working and instructional changes that might need to be made in order to reach our school wide goal. Monitor Write Score student data

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. By the end of the 2017-2018 school year, Janie Howard Wilson Elementary will raise their school grade to a "C" or better by increasing proficiency in all subject areas. 1

🔑 G098285

G1.B1 Reading level of students' is below actual grade level and lack of student interest in reading. 2

🔑 B264408

G1.B1.S1 Use of content area texts at student reading levels to increase reading comprehension and close the gap of deficiency 4

🔑 S280084

Strategy Rationale

Teaching students on their instructional reading level gives them an opportunity obtain skills that promote growth and confidence in reading. Students are being taught based on their specific academic needs using differentiated instruction which facilitates closing the gap of proficiency. We have employed teachers and paras to work with small groups in reading and math to increase student learning.

Action Step 1 5

The use of researched based strategies to teach multi-leveled students using basal readers on their instructional level.

Person Responsible

Linda Ray

Schedule

Daily, from 8/22/2017 to 5/29/2018

Evidence of Completion

On-going progress monitoring. Benchmark Assessments Comprehension tests on instructional level Data analysis of MAP Assessments Dolch/Fry Word sets Team meetings with administration to determine effectiveness of strategies. Fluency Checks weekly(Tier 2 & 3)/bi-weekly (Tier 1)

Action Step 2 `5`

Students will engage in subject area text in various formats. Including but not limited to, information text, online resources, and variety of genres on their instructional grade level.

Person Responsible

Linda Ray

Schedule

Weekly, from 8/22/2017 to 5/29/2018

Evidence of Completion

Weekly student reading logs Weekly formative assessment logs Evidence in lesson plans. Student data collection Classroom observations Progress Monitoring Monthly PLC to analyze data and effectiveness of strategies Performance on state assessment

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

In order to monitor and support the fidelity of implementation of this strategy, classroom observations will be conducted by administration, resource teachers, and peer teachers. We will also meet weekly to support teachers in planning and insuring the implementation of standards and rigorous curriculum.

Person Responsible

Linda Ray

Schedule

Weekly, from 8/22/2017 to 5/29/2018

Evidence of Completion

Lesson Plans Pre/Post Conferencing Classroom Observations. Ongoing subject area PLCs Student Progress monitoring Formative Assessments. Monthly benchmark assessments.

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

In order to monitor the effectiveness of this strategy, student data will be reviewed monthly through analysis of MTSS data, monthly benchmark assessments, and our school wide progress monitoring data.

Person Responsible

Linda Ray

Schedule

Monthly, from 8/22/2017 to 5/29/2018

Evidence of Completion

Student data will be reviewed monthly. (Benchmark assessments, MTSS data, fluency checks, school wide progress monitoring data) Benchmark assessments Vocabulary Progress Reading Logs Close Read Data Cold Read comprehension data Dolch/Fry words Adjustments in teaching strategies and instruction will be made based on specific student data.

G1.B1.S2 Teacher led small group targeted intervention using Reading Street for targeted students who need extra support in reading. `4`

🔧 S280085

Strategy Rationale

In order to reach our goal of making a school grade of a "C" or better we need to target specific differentiated small group instruction daily with our struggling readers to help them become proficient readers.

Action Step 1 `5`

Teachers will conduct Tier 2 Tier 3 small group sessions in the classroom to increase reading proficiency. This extra small group support will be completed by our SIG interventionists.

Person Responsible

Linda Ray

Schedule

Weekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Classroom visits at designated time of interventions will be conducted by resource teacher and administrative team. Weekly fluency checks and data will be collected and reviewed. Comprehension data will be review bi-weekly to ensure student progress and adaption of material (if needed). Our bottom quartile students will receive an additional 100 minutes of small group direct instruction. Data will be collected from teachers weekly.

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

To monitor classroom intervention, the administrative team will make frequent classroom visits during the designated intervention times.

Person Responsible

April Barnhardt

Schedule

Weekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Lesson plans Weekly classroom observations. Review of weekly fluency checks. Review of bi-weekly progress reports Student progress on MAPS

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

Student data will be collected weekly and bi-weekly to monitor the effectiveness of the implementation of these extra reading interventions.

Person Responsible

Linda Ray

Schedule

Monthly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Fluency Checks Bi-weekly comprehension data Benchmark Assessments School-Wide Progress Monitoring Data

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

Person Responsible

Linda Ray

Schedule

Evidence of Completion

G1.B1.S3 Daily implementation of an uninterrupted ELA 120 minute (KG-2nd) and a 90 minute (3rd-5th) block with an additional 60 minutes daily reading instruction for ALL students. `4`

🔑 S280086

Strategy Rationale

We use diverse instructional strategies to expose our students to grade level curriculum to facilitate or increase proficiency levels.

Action Step 1 `5`

We will have a daily 120 (KG-2nd)/90(3rd-5th) minute block of uninterrupted reading instruction in all grade levels. During this block students will work on grade level reading. Their will be a small group of Tier 2 students who are pulled by teacher daily to have a 30 minute reading intervention while others continue to work on grade level reading independently.

Person Responsible

Linda Ray

Schedule

Daily, from 8/10/2017 to 5/22/2018

Evidence of Completion

Evidence in Lesson Plans Classroom observations Progress monitoring of students in reading using benchmark assessments, formative assessments, and school-wide progress monitoring.

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

The leadership team will conduct frequent classroom visits to ensure the implementation of the uninterrupted reading block and intervention. We will also be checking lesson plans and instruction in classroom to make sure they align with the Florida Standards.

Person Responsible

Linda Ray

Schedule

Daily, from 8/10/2017 to 5/24/2018

Evidence of Completion

Lesson Plans Curriculum Maps Classroom Observations. Progress Monitoring Data Student Assessment Data

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

In order to monitor the implementation of our uninterrupted on grade level reading block, the leadership team will conduct classroom visits weekly, check lesson plans for alignment with on level Florida Standards, and continuously monitor student progress.

Person Responsible

Linda Ray

Schedule

Weekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Lesson Plans Weekly Classroom Visits Curriculum Map alignment and checks for appropriate instructional strategies. Student progress monitoring data (MAPS, Benchmark Assessments, Formative Assessments)

G1.B2 Students struggle with mastery of foundational math skills which makes solving multi-step on grade level word problems difficult. 2

🔍 B264409

G1.B2.S1 In order to increase the number of students who are proficient in math, we work on foundational skills in grades KG-5th as a school wide initiative. Extra small group support will be given to Bubble Students in after school enrichment. (180 minutes weekly) 4

🔍 S280087

Strategy Rationale

In order to have our struggling students in math gain to proficiency, they need to have a basic understanding of computational methods. They will get extra support in learning these foundations while receiving small group instruction. This support will give them the much needed foundation to solve multiple step problems.

Action Step 1 5

After looking at our number of students proficient in math, we saw a need to target those students who with extra support could become proficient. In order to achieve this and reach our goal of becoming a "C" or better school , we are implementing a variety of researched based math programs such as:, Acaletics, Math Party, Go Math Math Instructional Coach. Each program implements different strategies that engage diverse learning styles.

Person Responsible

Kim Kieffer

Schedule

Weekly, from 8/22/2017 to 5/29/2018

Evidence of Completion

Lesson Plans Student data on bi-weekly assessments. Observations Small group instruction Formative assessments

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

In order to monitor the fidelity and support of this strategy, the administrative team will conduct weekly observations and review student data on computational assessments.

Person Responsible

Linda Ray

Schedule

On 5/29/2018

Evidence of Completion

Classroom Observations Progress Monitoring Data Acaletics Assessments Benchmark Assessments MAPs Assessments. Tenmarks reports

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

The leadership team will conduct classroom observations, provide monthly PLC's and monitor on-going student progress in math.

Person Responsible

April Barnhardt

Schedule

On 5/29/2018

Evidence of Completion

Monthly Team Meeting Review of student progress monitoring. Acaletcs assessment review MAPS assessment review Benchmark assessment review

G1.B2.S2 In order to have more students proficient in math our direct classroom instruction will focus on multi-step word problems that teach our kids techniques for solving. We also expose our students to all benchmarks in mathematics using a variety of resources. 4

🔑 S280088

Strategy Rationale

Our classroom instruction will focus on teachers giving more guided instruction and techniques for solving higher order thinking skills. Teachers will give students daily hooks and strategies to help make them critical thinkers.

Action Step 1 5

Teachers will implement guided practice of multi-step word problems daily with modeling problem solving strategies and independent practice using Depth of Knowledge questioning.

Person Responsible

Kim Kieffer

Schedule

Daily, from 8/22/2017 to 5/29/2018

Evidence of Completion

Lesson Plan documentation Classroom observations Math Journals and student work samples Implementation of New York Engage to facilitate Depth of Knowledge questions

Action Step 2 5

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B2.S2 `6`

The administrative team will conduct classroom observations weekly and check lesson plans for implementation of required strategy. Our Math resource teacher will give professional development opportunities on using Depth of Knowledge questioning in math instruction.

Person Responsible

Kim Kieffer

Schedule

Weekly, from 8/22/2017 to 5/29/2018

Evidence of Completion

Leadership will conduct weekly classroom observations. Lesson Plans will be checked for check of implementation of guided practice of multi-step word problems. Depth of Knowledge PD opportunities will require teacher follow-up. Student data will be collected monthly on progress on benchmark assessment which include multi-step problems.

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 `7`

Student data will be collected and reviewed from progress monitoring which includes multi-step problems. The progress monitoring used will be our Acaletics assessment, MAPS diagnostic assessments, and monthly benchmarks assessments.

Person Responsible

Kim Kieffer

Schedule

Monthly, from 8/22/2017 to 5/29/2018

Evidence of Completion

Student data on progress monitoring: Acaletics, MAPS, and benchmark monthly assessments.

G1.B2.S3 We increased our uninterrupted math block to KG-2nd 75 minutes/3rd-5th 90 minutes. 4

🔑 S280089

Strategy Rationale

Increasing the math blocks instructional time, provides more vocabulary implementation and hands on learning.

Action Step 1 5

Teachers will plan and implement more in-depth vocabulary instruction and hands on learning experiences.

Person Responsible

Kim Kieffer

Schedule

Daily, from 8/22/2017 to 5/29/2018

Evidence of Completion

Lesson plans Grade Level PLCs Classroom observations

Plan to Monitor Fidelity of Implementation of G1.B2.S3 6

The leadership team will conduct classroom observations and provide PLCs.

Person Responsible

April Barnhardt

Schedule

Weekly, from 8/21/2017 to 5/31/2018

Evidence of Completion

Acaletics Pre/Post Student Data Maps Student Progress Monitoring Data Lesson Plan checks Classroom visits by leadership Benchmark Assessments

Plan to Monitor Effectiveness of Implementation of G1.B2.S3 `7`

We will monitor ongoing student progress and adjust strategies as needed.

Person Responsible

April Barnhardt

Schedule

Monthly, from 8/22/2017 to 5/29/2018

Evidence of Completion

Acaletics Pre Post Student Data Monthly Benchmark Assessments. MAPS Progress monitoring Tenmarks assessment Flocabulary

G1.B3 Students lack basic scientific knowledge due to less scheduled structured time in Science. `2`

🔍 B264410

G1.B3.S1 A daily Science block has been scheduled for all grade levels and curriculum maps have been created to ensure standards are being taught in every classroom. Classroom observations will be conducted weekly by our science resource teacher and leadership team. `4`

🔍 S280090

Strategy Rationale

Having a scheduled Science block will ensure that Science is being taught daily and not implemented because of lack of time. The creation of curriculum maps for all grade levels enables teachers to understand pacing and the benchmarks. Our science resource teacher will be in the classrooms to check for fidelity.

Action Step 1 `5`

We will implement a Science block daily for all grade levels and use grade level standard curriculum map as a daily guide for instruction.

Person Responsible

Molly Garrett

Schedule

Daily, from 8/10/2017 to 5/24/2018

Evidence of Completion

Science Benchmark Assessments Student Data Lesson Plans Classroom Observations Science Bootcamp assessments Science Acaletics Quick Picks

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

Teacher's lesson plans and classroom instructional alignment of science benchmarks will be monitored weekly by leadership team.

Person Responsible

Linda Ray

Schedule

Weekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Teacher Lesson Plans Classroom Observation Curriculum Alignment. Student progress data on benchmarks assessments monthly MAPS Progress monitoring data (3 times a year)

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

Student data will be reviewed and analyzed monthly to determine if instructional strategies are producing desired outcome.

Person Responsible

Molly Garrett

Schedule

Monthly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Student data on monthly benchmarks assessments MAPS Progress monitoring data done (3 times a year) Lesson plan check for curriculum alignment. Science PLCs

G1.B4 Students struggle with writing because they are deficit in reading, vocabulary, and grammar. [2]

🔑 B264411

G1.B4.S1 To increase our writing proficiency we have integrated writing within the ELA block and dedicated 120 minutes weekly to writing. The curriculum emphasizes sentence structure, grammar, vocabulary, and text based writing. . [4]

🔑 S280092

Strategy Rationale

Our students struggle with reading and do have the basic knowledge of grammar, vocabulary, and strategies to utilize the text in their writing.. By emphasizing these skills, we will be able to help students become more proficient at writing.

Action Step 1 [5]

A writing curriculum map that has a focus on grammar, vocabulary, and text based strategies will be implemented by all grade levels in order to increase our number of proficient writers.

Person Responsible

Amy Harrs

Schedule

Weekly, from 8/22/2017 to 5/29/2018

Evidence of Completion

Lesson Plans Classroom Visits. Writing Assessments and progress monitoring. Writing PLCs

Action Step 2 [5]

A writing curriculum map that focuses on grammar and vocabulary is implemented by all grade levels to increase the number of students writing proficiency.

Person Responsible

Amy Harrs

Schedule

Monthly, from 8/18/2017 to 5/29/2018

Evidence of Completion

Lesson Plans Classroom Visits. Writing Assessments and progress monitoring.

Plan to Monitor Fidelity of Implementation of G1.B4.S1 `6`

In order to make sure we are monitoring and supporting the implementation of our writing action step, the leadership team will check lesson plans for alignment, conduct classroom visits, and our writing resource teacher will conduct professional development (PD) opportunities for all teachers.

Person Responsible

Linda Ray

Schedule

Weekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Lesson Plans Classroom Observations Follow-Up on PD opportunities Student Data on progress monitoring. Write Score Progress Monitoring

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 `7`

Student data on writing assessments will be analyzed by teachers, resource staff, and administration. Instructional strategies will be adjusted for specific student needs.

Person Responsible

Linda Ray

Schedule

Monthly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Writing Assessment Data Student progress monitoring. Formative Assessments Grammar Assessments On-line assessments. Write Score Progress Monitoring

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.B1.S2.MA3 🔍 M408713	[no content entered]	Ray, Linda	No Start Date		No End Date one-time
G1.B2.S2.A2 🔍 A377639	[no content entered]		No Start Date		No End Date one-time
G1.B1.S3.A1 🔍 A377636	We will have a daily 120 (KG-2nd)/90(3rd-5th) minute block of uninterrupted reading instruction in...	Ray, Linda	8/10/2017	Evidence in Lesson Plans Classroom observations Progress monitoring of students in reading using benchmark assessments, formative assessments, and school-wide progress monitoring.	5/22/2018 daily
G1.MA1 🔍 M408727	The data that will be collected and reviewed to determine the progress towards our goal of...	Ray, Linda	8/10/2017	On going progress monitoring data (District made/MAPS) Monthly assessments on benchmarks. Lesson Plans While looking at our data monthly, we will meet with teachers and students to determine strategies that are working and instructional changes that might need to be made in order to reach our school wide goal. Monitor Write Score student data	5/24/2018 monthly
G1.B3.S1.MA1 🔍 M408723	Student data will be reviewed and analyzed monthly to determine if instructional strategies are...	Garrett, Molly	8/10/2017	Student data on monthly benchmarks assessments MAPS Progress monitoring data done (3 times a year) Lesson plan check for curriculum alignment. Science PLCs	5/24/2018 monthly
G1.B3.S1.MA1 🔍 M408724	Teacher's lesson plans and classroom instructional alignment of science benchmarks will be...	Ray, Linda	8/10/2017	Teacher Lesson Plans Classroom Observation Curriculum Alignment. Student progress data on benchmarks assessments monthly MAPS Progress monitoring data (3 times a year)	5/24/2018 weekly
G1.B3.S1.A1 🔍 A377641	We will implement a Science block daily for all grade levels and use grade level standard...	Garrett, Molly	8/10/2017	Science Benchmark Assessments Student Data Lesson Plans Classroom Observations Science Bootcamp assessments Science Acaletics Quick Picks	5/24/2018 daily
G1.B4.S1.MA1 🔍 M408725	Student data on writing assessments will be analyzed by teachers, resource staff, and...	Ray, Linda	8/10/2017	Writing Assessment Data Student progress monitoring. Formative Assessments Grammar Assessments On-line assessments. Write Score Progress Monitoring	5/24/2018 monthly
G1.B4.S1.MA1 🔍 M408726	In order to make sure we are monitoring and supporting the implementation of our writing action...	Ray, Linda	8/10/2017	Lesson Plans Classroom Observations Follow-Up on PD opportunities Student Data on progress monitoring. Write Score Progress Monitoring	5/24/2018 weekly
G1.B1.S2.MA1 🔍 M408712	Student data will be collected weekly and bi-weekly to monitor the effectiveness of the...	Ray, Linda	8/10/2017	Fluency Checks Bi-weekly comprehension data Benchmark Assessments School-Wide Progress Monitoring Data	5/24/2018 monthly
G1.B1.S2.MA1 🔍 M408714	To monitor classroom intervention, the administrative team will make frequent classroom visits...	Barnhardt, April	8/10/2017	Lesson plans Weekly classroom observations. Review of weekly fluency checks. Review of bi-weekly progress reports Student progress on MAPS	5/24/2018 weekly
G1.B1.S2.A1 🔍 A377635	Teachers will conduct Tier 2 Tier 3 small group sessions in the classroom to increase reading...	Ray, Linda	8/10/2017	Classroom visits at designated time of interventions will be conducted by resource teacher and administrative team. Weekly fluency checks and data will be collected and reviewed.	5/24/2018 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				Comprehension data will be review bi-weekly to ensure student progress and adaption of material (if needed). Our bottom quartile students will receive an additional 100 minutes of small group direct instruction. Data will be collected from teachers weekly.	
G1.B1.S3.MA1 🔍 M408715	In order to monitor the implementation of our uninterrupted on grade level reading block, the...	Ray, Linda	8/10/2017	Lesson Plans Weekly Classroom Visits Curriculum Map alignment and checks for appropriate instructional strategies. Student progress monitoring data (MAPS, Benchmark Assessments, Formative Assessments)	5/24/2018 weekly
G1.B1.S3.MA1 🔍 M408716	The leadership team will conduct frequent classroom visits to ensure the implementation of the...	Ray, Linda	8/10/2017	Lesson Plans Curriculum Maps Classroom Observations. Progress Monitoring Data Student Assessment Data	5/24/2018 daily
G1.B1.S1.MA1 🔍 M408710	In order to monitor the effectiveness of this strategy, student data will be reviewed monthly...	Ray, Linda	8/22/2017	Student data will be reviewed monthly. (Benchmark assessments, MTSS data, fluency checks, school wide progress monitoring data) Benchmark assessments Vocabulary Progress Reading Logs Close Read Data Cold Read comprehension data Dolch/Fry words Adjustments in teaching strategies and instruction will be made based on specific student data.	5/29/2018 monthly
G1.B1.S1.MA1 🔍 M408711	In order to monitor and support the fidelity of implementation of this strategy, classroom...	Ray, Linda	8/22/2017	Lesson Plans Pre/Post Conferencing Classroom Observations. Ongoing subject area PLCs Student Progress monitoring Formative Assessments. Monthly benchmark assessments.	5/29/2018 weekly
G1.B1.S1.A1 🔍 A377633	The use of researched based strategies to teach multi-leveled students using basal readers on...	Ray, Linda	8/22/2017	On-going progress monitoring. Benchmark Assessments Comprehension tests on instructional level Data analysis of MAP Assessments Dolch/Fry Word sets Team meetings with administration to determine effectiveness of strategies. Fluency Checks weekly(Tier 2 & 3)/bi-weekly (Tier 1)	5/29/2018 daily
G1.B1.S1.A2 🔍 A377634	Students will engage in subject area text in various formats. Including but not limited to,...	Ray, Linda	8/22/2017	Weekly student reading logs Weekly formative assessment logs Evidence in lesson plans. Student data collection Classroom observations Progress Monitoring Monthly PLC to analyze data and effectiveness of strategies Performance on state assessment	5/29/2018 weekly
G1.B2.S1.MA1 🔍 M408717	The leadership team will conduct classroom observations, provide monthly PLC's and monitor on-going...	Barnhardt, April	8/22/2017	Monthly Team Meeting Review of student progress monitoring. Acaletcs assessment review MAPS assessment review Benchmark assessment review	5/29/2018 one-time
G1.B2.S1.MA1 🔍 M408718	In order to monitor the fidelity and support of this strategy, the administrative team will conduct...	Ray, Linda	8/22/2017	Classroom Observations Progress Monitoring Data Acaletics Assessments Benchmark Assessments MAPs Assessments. Tenmarks reports	5/29/2018 one-time
G1.B2.S1.A1 🔍 A377637	After looking at our number of students proficient in math, we saw a need to target those students...	Kieffer, Kim	8/22/2017	Lesson Plans Student data on bi-weekly assessments. Observations Small group instruction Formative assessments	5/29/2018 weekly
G1.B4.S1.A1 🔍 A377642	A writing curriculum map that has a focus on grammar, vocabulary, and text based strategies will be...	Harrs, Amy	8/22/2017	Lesson Plans Classroom Visits. Writing Assessments and progress monitoring. Writing PLCs	5/29/2018 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B4.S1.A2 🔍 A377643	A writing curriculum map that focuses on grammar and vocabulary is implemented by all grade...	Harrs, Amy	8/18/2017	Lesson Plans Classroom Visits. Writing Assessments and progress monitoring.	5/29/2018 monthly
G1.B2.S2.MA1 🔍 M408719	Student data will be collected and reviewed from progress monitoring which includes multi-step...	Kieffer, Kim	8/22/2017	Student data on progress monitoring: Acaletics, MAPS, and benchmark monthly assessments.	5/29/2018 monthly
G1.B2.S2.MA1 🔍 M408720	The administrative team will conduct classroom observations weekly and check lesson plans for...	Kieffer, Kim	8/22/2017	Leadership will conduct weekly classroom observations. Lesson Plans will be checked for check of implementation of guided practice of multi-step word problems. Depth of Knowledge PD opportunities will require teacher follow-up. Student data will be collected monthly on progress on benchmark assessment which include multi-step problems.	5/29/2018 weekly
G1.B2.S2.A1 🔍 A377638	Teachers will implement guided practice of multi-step word problems daily with modeling problem...	Kieffer, Kim	8/22/2017	Lesson Plan documentation Classroom observations Math Journals and student work samples Implementation of New York Engage to facilitate Depth of Knowledge questions	5/29/2018 daily
G1.B2.S3.MA1 🔍 M408721	We will monitor ongoing student progress and adjust strategies as needed.	Barnhardt, April	8/22/2017	Acaletics Pre Post Student Data Monthly Benchmark Assessments. MAPS Progress monitoring Tenmarks assessment Flocabulary	5/29/2018 monthly
G1.B2.S3.A1 🔍 A377640	Teachers will plan and implement more in-depth vocabulary instruction and hands on learning...	Kieffer, Kim	8/22/2017	Lesson plans Grade Level PLCs Classroom observations	5/29/2018 daily
G1.B2.S3.MA1 🔍 M408722	The leadership team will conduct classroom observations and provide PLCs.	Barnhardt, April	8/21/2017	Acaletics Pre/Post Student Data Maps Student Progress Monitoring Data Lesson Plan checks Classroom visits by leadership Benchmark Assessments	5/31/2018 weekly

V. Professional Development Opportunities

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

G1. By the end of the 2017-2018 school year, Janie Howard Wilson Elementary will raise their school grade to a "C" or better by increasing proficiency in all subject areas.

G1.B1 Reading level of students' is below actual grade level and lack of student interest in reading.

G1.B1.S1 Use of content area texts at student reading levels to increase reading comprehension and close the gap of deficiency

PD Opportunity 1

The use of researched based strategies to teach multi-leveled students using basal readers on their instructional level.

Facilitator

Ray, Linda

Participants

Teachers

Schedule

Daily, from 8/22/2017 to 5/29/2018

G1.B2 Students struggle with mastery of foundational math skills which makes solving multi-step on grade level word problems difficult.

G1.B2.S1 In order to increase the number of students who are proficient in math, we work on foundational skills in grades KG-5th as a school wide initiative. Extra small group support will be given to Bubble Students in after school enrichment. (180 minutes weekly)

PD Opportunity 1

After looking at our number of students proficient in math, we saw a need to target those students who with extra support could become proficient. In order to achieve this and reach our goal of becoming a "C" or better school , we are implementing a variety of researched based math programs such as:, Acaletics, Math Party, Go Math Math Instructional Coach. Each program implements different strategies that engage diverse learning styles.

Facilitator

Kim Kieffer

Participants

Teachers

Schedule

Weekly, from 8/22/2017 to 5/29/2018

G1.B2.S3 We increased our uninterrupted math block to KG-2nd 75 minutes/3rd-5th 90 minutes.

PD Opportunity 1

Teachers will plan and implement more in-depth vocabulary instruction and hands on learning experiences.

Facilitator

Kim Kieffer

Participants

Teachers/Resource Staff.

Schedule

Daily, from 8/22/2017 to 5/29/2018

G1.B3 Students lack basic scientific knowledge due to less scheduled structured time in Science.

G1.B3.S1 A daily Science block has been scheduled for all grade levels and curriculum maps have been created to ensure standards are being taught in every classroom. Classroom observations will be conducted weekly by our science resource teacher and leadership team.

PD Opportunity 1

We will implement a Science block daily for all grade levels and use grade level standard curriculum map as a daily guide for instruction.

Facilitator

Molly DeGolyer, Science Resource

Participants

Teachers/Administration/Resource Staff

Schedule

Daily, from 8/10/2017 to 5/24/2018

G1.B4 Students struggle with writing because they are deficit in reading, vocabulary, and grammar.

G1.B4.S1 To increase our writing proficiency we have integrated writing within the ELA block and dedicated 120 minutes weekly to writing. The curriculum emphasizes sentence structure, grammar, vocabulary, and text based writing. .

PD Opportunity 1

A writing curriculum map that has a focus on grammar, vocabulary, and text based strategies will be implemented by all grade levels in order to increase our number of proficient writers.

Facilitator

Harris, Amy

Participants

KG-5th Teachers

Schedule

Weekly, from 8/22/2017 to 5/29/2018

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	The use of researched based strategies to teach multi-leveled students using basal readers on their instructional level.				$14,810.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	510-Supplies	1401 - Janie Howard Wilson School	General Fund		$14,810.00
			Notes: Common Core Support Coach/Super Kids			
2	G1.B1.S1.A2	Students will engage in subject area text in various formats. Including but not limited to, information text, online resources, and variety of genres on their instructional grade level.				$17,727.15
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	510-Supplies	1401 - Janie Howard Wilson School	General Fund		$10,060.00
			Notes: Write Score and Top Score: Reading and Writing			
	5100	360-Rentals	1401 - Janie Howard Wilson School	General Fund		$7,667.15
			Notes: Accelerated Reader/iStation			
3	G1.B1.S2.A1	Teachers will conduct Tier 2 Tier 3 small group sessions in the classroom to increase reading proficiency. This extra small group support will be completed by our SIG interventionists.				$164,920.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6300	140-Substitute Teachers	1401 - Janie Howard Wilson School	UniSIG	3.0	$54,270.00
			Notes: Intervention Reading Coaches will work with 3rd, 4th, and 5th grade students five days a week for eight hours a day for 25 weeks Monday through Friday small group instruction.			
	6300	210-Retirement	1401 - Janie Howard Wilson School	UniSIG	0.0	$4,082.00
			Notes: Retirement for Intervention Reading Coaches.			
	6300	220-Social Security	1401 - Janie Howard Wilson School	UniSIG	0.0	$4,152.00
			Notes: Social Security for Intervention Reading Coaches			
	6300	240-Workers Compensation	1401 - Janie Howard Wilson School	UniSIG	0.0	$326.00
			Notes: Worker's Compensation for Intervention Reading Coaches			
	6300	510-Supplies	1401 - Janie Howard Wilson School	UniSIG	0.0	$9,623.00

			Notes: Supplies for Intervention Reading Coaches such as paper pencils, intervention booklets from the Reading Street Reading Program			
	5100	150-Aides	1401 - Janie Howard Wilson School	UniSIG	1.0	$22,860.00
			Notes: Two Reading Paraprofessionals to work with 3rd, 4th, and 5th grades during the reading blocks			
	5100	210-Retirement	1401 - Janie Howard Wilson School	UniSIG	0.0	$1,719.10
			Notes: Retirement for reading instructional paraprofessionals.			
	5100	220-Social Security	1401 - Janie Howard Wilson School	UniSIG	0.0	$1,748.79
			Notes: Social Security for the reading instructional paraprofessionals.			
	5100	240-Workers Compensation	1401 - Janie Howard Wilson School	UniSIG	0.0	$137.16
			Notes: Worker's Compensation for reading instructional paraprofessionals.			
	5100	120-Classroom Teachers	1401 - Janie Howard Wilson School	UniSIG	0.6	$25,000.00
			Notes: Classroom teachers will conduct tutoring after school as well as the first two Saturdays of each month. The Saturday tutoring will allow Janie Howard Wilson to offer flexible tutoring times for students who are not able to remain after school for tutoring during the regular after school tutoring times.			
	5100	210-Retirement	1401 - Janie Howard Wilson School	UniSIG	0.0	$1,880.00
			Notes: Retirement for classroom teachers tutoring after school and the first two Saturdays of each month.			
	5100	220-Social Security	1401 - Janie Howard Wilson School	UniSIG	0.0	$1,912.50
			Notes: Social Security for classroom teachers tutoring after school and the first two Saturdays of each month.			
	5100	240-Workers Compensation	1401 - Janie Howard Wilson School	UniSIG	0.0	$150.00
			Notes: Worker's Compensation for classroom teachers tutoring after school and the first two Saturdays of each month.			
	7200	790-Miscellaneous Expenses	1401 - Janie Howard Wilson School	UniSIG	0.0	$5,377.00
			Notes: Indirect cost at a rate of 3.37%			
	5100	510-Supplies	1401 - Janie Howard Wilson School	UniSIG	0.0	$5,000.00
			Notes: Supplies for classroom teachers tutoring after school and the first two Saturdays of each month.			
	5100	642-Furniture, Fixtures and Equipment Non-Capitalized	1401 - Janie Howard Wilson School	UniSIG	0.0	$5,682.45
			Notes: Non Capitalized Hardware for chromebooks for classroom online reading and iStation			
	5100	360-Rentals	1401 - Janie Howard Wilson School	UniSIG	0.0	$21,000.00
			Notes: Subscription for iStation reading program licenses			

4	G1.B1.S3.A1	We will have a daily 120 (KG-2nd)/90(3rd-5th) minute block of uninterrupted reading instruction in all grade levels. During this block students will work on grade level reading. Their will be a small group of Tier 2 students who are pulled by teacher daily to have a 30 minute reading intervention while others continue to work on grade level reading independently.			$66,406.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6300	100-Salaries	1401 - Janie Howard Wilson School	Title, I Part A	1.0	$50,272.00
			Notes: Reading resource teacher facilitates reading block and extra hour reading. This teacher monitors student progress and guides the school wide curriculum.			
	6300	200-Employee Benefits	1401 - Janie Howard Wilson School	Title, I Part A	1.0	$16,134.00
			Notes: Reading Resourcs Benefits			
5	G1.B2.S1.A1	After looking at our number of students proficient in math, we saw a need to target those students who with extra support could become proficient. In order to achieve this and reach our goal of becoming a "C" or better school , we are implementing a variety of researched based math programs such as:, Acaletics, Math Party, Go Math Math Instructional Coach. Each program implements different strategies that engage diverse learning styles.			$70,739.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6300	100-Salaries	1401 - Janie Howard Wilson School	General Fund	0.4	$21,595.00
			Notes: Math Resource Teacher 40% General Fund Salary			
	6300	200-Employee Benefits	1401 - Janie Howard Wilson School	General Fund	0.0	$6,712.00
			Notes: Math Resource Benefits 40% General			
	6300	100-Salaries	1401 - Janie Howard Wilson School	Title, I Part A	0.6	$32,393.00
			Notes: Math resource teacher guides the implementation of math instruction in the classroom, to ensure all teacher are teaching with standards based instruction. 60% Title I			
	6300	200-Employee Benefits	1401 - Janie Howard Wilson School	Title, I Part A	0.0	$10,039.00
			Notes: Math Resource Benefits 60%from Title I			
6	G1.B2.S2.A1	Teachers will implement guided practice of multi-step word problems daily with modeling problem solving strategies and independent practice using Depth of Knowledge questioning.			$26,795.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	510-Supplies	1401 - Janie Howard Wilson School	General Fund		$26,795.00
			Notes: Acaletics and Triumph Coach Instruction Math			
7	G1.B2.S2.A2				$0.00

8	G1.B2.S3.A1	Teachers will plan and implement more in-depth vocabulary instruction and hands on learning experiences.				$0.00
9	G1.B3.S1.A1	We will implement a Science block daily for all grade levels and use grade level standard curriculum map as a daily guide for instruction.				$61,909.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6300	200-Employee Benefits	1401 - Janie Howard Wilson School		0.0	$15,362.00
			Notes: All benefits for science resource.			
	5100	510-Supplies	1401 - Janie Howard Wilson School	General Fund	0.0	$1,075.00
			Notes: Science Boot Camp Consumables			
	6300	100-Salaries	1401 - Janie Howard Wilson School	Title, I Part A	1.0	$45,472.00
			Notes: Science resource teacher guides the new implementation of our curriculum maps and standards based instruction in every classroom			
10	G1.B4.S1.A1	A writing curriculum map that has a focus on grammar, vocabulary, and text based strategies will be implemented by all grade levels in order to increase our number of proficient writers.				$0.00
11	G1.B4.S1.A2	A writing curriculum map that focuses on grammar and vocabulary is implemented by all grade levels to increase the number of students writing proficiency.				$0.00
					Total:	$423,306.15