

Martin County School District

Warfield Elementary School



2017-18 Schoolwide Improvement Plan

Warfield Elementary School

15260 SW 150TH ST, Indiantown, FL 34956

martinschools.org/o/wes

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	97%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	C	C*	A

**Informational Baseline School Grade*

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

School Board Approval

This plan is pending approval by the Martin 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 Warfield Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

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

b. Provide the school's vision statement.

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

The staff and students at Warfield Elementary School are STARS, representing that everyday in every way we are:

Striving for success

Thriving on teamwork

Acting responsibly

Reaching academic excellence

Showcasing cultural diversity

2. School Environment

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

The Hispanic student population has increased by 16% in the past 7 years; the Black population increased by 27% and all other ethnicities have slight decreases. The school staff have implemented their learned knowledge from a variety of extensive professional development sessions in reading, math and language acquisition as well as book studies on cultural diversity and traditions, the impact of poverty on student achievement and the importance of building positive relationships with students (especially those in poverty) and the impact on their learning.

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

Warfield Elementary school prides itself in building a strong and positive school-wide climate for learning.

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

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

Our school is a PBIS school whose mission is to implement a consistent, proactive process that supports positive behavior for the purpose of building a positive school-wide community. Our school has established expectations (Safety, Teamwork, Acting Responsibly, Respect) and rules along with a Behavior Guidelines Flowchart which provides teachers with a sequence of steps to implement appropriate interventions. Our school-wide climate is entrenched in student learning and teachers effectively minimizing classroom disruptions. Throughout the year, all staff are trained on the components of the PBIS program and the expectations for implementing them. Students who have difficulty within this system are provided with additional supports and interventions to determine the function of their behavior(s) and teachers are provided with individualized strategies to meet the students' behavioral needs. Warfield has been recognized as a FLPBIS Gold Model School for the past three years, silver for one year and has reapplied for this award for this school year.

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

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

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

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

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	17	11	6	10	7	0	0	0	0	0	0	0	0	51
One or more suspensions	3	0	1	0	4	0	0	0	0	0	0	0	0	8
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	17	45	0	0	0	0	0	0	0	0	62
Number of student retentions	13	17	9	11	0	0	0	0	0	0	0	0	0	50

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

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

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

These students are progress monitored through the MTSS process, which includes a host of specialized personnel and parents. The team effectively determines causes, recommends appropriate interventions and reviews data to ensure fidelity of implementation. Our WE CARE program was established to provide additional time and targeted, tiered interventions to students. Students are grouped based on assessment data and assigned to teachers who have been trained to deliver specific curriculum to support students' needs. The groups are reevaluated each quarter to determine if the interventions had a positive, questionable or poor impact on the student's learning.

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/459251>.

2. Description

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

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Local agencies and groups (recreational, housing, medical, library, Boys & Girls Club, YMCA, 4C's etc.) regularly attend the school's open house and parent conference nights to showcase their services and

provide information (in English and Spanish) to families. The Indiantown Education Coalition has been an on-going community partner with our school providing yearly education mini-grants to teachers. The Education Foundation of Martin County provides fund-a-project, grant opportunities and school wide classroom adoptions. The school and local businesses have an on-going reciprocal relationship for special events, celebrations and ceremonies. Our Green School Club developed a neighborhood clean up and recycling initiative (iTown Cares) involving county agencies (Solid Waste Authority, Waste Management, and Keep Martin Beautiful) in collaboration with Warfield staff and students. Our students regularly take field trips to the Indiantown Public Library for special programs and to McDondald's restaurant to learn about its operating systems.

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
Menken, Ivy	Principal
Ferreira, Jean	Assistant Principal
Bacchiochi, Jennifer	Instructional Coach
Goddard, Jennifer	School Counselor
Icabalceta, Kathleen	Instructional Coach
Gilbride, Angie	Assistant Principal
Leigh, Amanda	Instructional Coach

b. Duties

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

The School Leadership Team is comprised of our ELA, math and IPS (Intervention and Problem Solving) coaches, guidance counselor and three administrators who provide diverse and differentiated perspectives to ensure all school-based instruction and operation decisions are implemented effectively and with fidelity. The School Leadership Team meets monthly or more often as needed.

The administration (Principal and Assistant Principals) are responsible for the determination and implementation of curriculum, instructional practices/methods, student management system, collaboration with all stakeholders and overall operation of the facility. Our two instructional coaches act as liaisons between instructional personnel, district and administration to provide academic support to students, and professional development, coaching/mentoring to instructional staff, and paraprofessionals. The focus of their professional development is based on district and school-based initiatives. Our Intervention and Problem Solving Coach is responsible for actively facilitating the problem-solving process to ensure appropriate academic and behavioral supports and interventions are provided to students based on their needs and are being implemented with fidelity. Our guidance counselor is responsible for facilitating the problem-solving process, monitoring the students' response to instruction/intervention and assisting the school on how to set up a multi-tiered system of supports for student academics and behavior.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and

supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The MTSS Process:

The members of the MTSS team include: intervention problem solving coach, guidance counselor, teachers, speech and language therapist, school psychologist, interventionists, district program specialist, parents, public health nurse, counseling therapists and administration. MTSS meetings occur weekly and more frequently as needed. School academic and behavioral personnel implement a variety of resources/programs to address reading and math deficiencies. The team determines the type of resource, intensity and duration that would be most applicable to meet the student's needs. The role of the MTSS team members is to help all students be more successful in school within which student Rtl data and the planning/problem-solving process are used to improve the effectiveness of instruction (academic and behavioral) as measured by student learning growth. The systemic planning and problem-solving process refers to the process or action cycle that teams engage in.

When a student is struggling academically and/or behaviorally the following steps will be taken:

1. Teacher has differentiated instruction/Implemented classroom interventions/Sought out assistance from grade level team. Did this work?

** Yes - Continue/Monitor progress

** No -Teacher completes yellow folder and submits to Guidance Counselor (Incomplete folders will be returned) MTSS meeting is held to problem solve: Were Core interventions documented and implemented with Fidelity?

2. Tier 2 -- Did this work?

** YES - Continue/Fade/ Monitor

** NO - Problem solve /Continue to collect data/ Modify interventions

3. Student continues to struggle then implement Tier 3 (concurrently with Tier 2 Interventions) Did this work?

** YES - Continue/Fade/ Monitor

** NO Problem solve /Continue to collect data/ Modify Interventions (continue all interventions)

4. Parent Permission to screen (Vision, hearing, KBIT, KTEA, Behavior, processing, memory, Conners, Vanderbilt Rating Scales). Review results, MTSS Team considers a full psycho-educational evaluation (academic, cognitive, IQ, processing, memory, speech, language, functional, behavioral, ASD checklists)

Additional Instructional Support Services:

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

Breakfast and Lunch programs:

Our school provides a summer breakfast and lunch program at no cost for any student age 5 to 18. This program is the responsibility of our school cafeteria manager and staff. The cafeteria staff implement this program based on the guidelines for free and reduced lunch program. In addition, in collaboration with the Dept. of Agriculture, a daily, school-wide healthy snack program is in place for all students.

Summer Jump Start and Intervention Camp programs:

Our summer program is planned and implemented by administration and teachers. Our school offers a 15-day Jump Start for transitioning Kindergarten students as well as a full day/full summer VPK

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

After School Programs:

Academic Through the Arts and After School Tutoring Programs:

Our after school programs are planned by our related arts teachers and administration. Our school provides after school programs two days per week for students. The focus of these programs is to provide supplemental academic instruction and vocabulary development through the arts of music, art, PE, media and science. Resources are determined based on all available assessment data, and are varied and differentiated to address students' needs. Bus service is provided to increase the involvement in this program.

Implementation of the Workshop Model:

This year our focus is to continue to strengthen our core curriculum through the implementation of the workshop model in all subject and content areas. Instructional personnel continue to enhance their knowledge and understanding of the standards and performance scales to build their pedagogical skills through participation in professional learning communities and paid professional development after school and on Early Release Days. We are continuing to build and focus on each student's capacity as a reader, writer, mathematician, and scientist. This daily approach to instruction as well as the district's Frameworks represent the school's core curriculum.

Language Acquisition and Accountable Student Talk:

As a school, with a high ELL population, we recognize the need to address language acquisition and accountable student talk. Instructional personnel will be provided with professional development focused on understanding our students' oral language development, second language acquisition and the effect it has on the student learning and achievement. Instructional personnel uses Kagan structures and WIDA Can Do Strategies to support this work.

Additional Academic Supplemental programs:

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

Field Trip Experiences:

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

Parent/Family Involvement:

To maximize parental attendance at all school functions, translation services are provided and all forms of communication are provided in English and Spanish. The school's instructional coaches, literacy council, teachers, parent liaison and administration plan and implement three Family Nights focusing on ELA, Math, Science and Technology. Students participate in these events with their parents and siblings and receive a variety of resources/materials directly connected to the activities families can use at home. In addition, a Family Fun Run (through the Indiantown neighborhood) is

planned and implemented by the PE teacher to promote staff, student and family healthy life styles. Our PBIS team also sponsors and supports several events, such as Take Your Special Person to School days and monthly student recognitions in which parents are invited. They are also invited to MTSS and IEP meetings and parent teacher conferences. Our families regularly attend all of these involvement opportunities.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Ivy Menken	Principal
Jean Ferreira	Education Support Employee
Priscilla Reed	Teacher
Sally Critoph	Parent
Alma Flores	Parent
Kilina Pacheco	Parent
Mildred Sanchez	Parent
Nancy Pille	Education Support Employee
Maria Juan	Education Support Employee
Cynthia Bocken	Teacher
Katrina Alvarez	Parent
Lilia Abad	Parent
Olga Avellaneda	Parent
Domingo Baltazar	Parent
Patricio Claudia	Parent
Ignacia Galarza	Parent
Maria Laureano	Parent
Raquel Lopez	Parent
Maria Manuel	Parent
Pedro Margarita	Parent
Nicolasa Martinez	Education Support Employee
Valerie Martinez	Education Support Employee
Micaela Miguel	Parent
Katherine O'Donnell	Teacher
Flora Pascual	Parent
Angelina Perez	Parent
Gudelia Rojas	Parent
Damarys Rojas	Parent
Shelly Wiater	Teacher
Maribel Ybanez	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, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

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

b. Development of this school improvement plan

The SAC gives input to the School Leadership Team as the plan is developed. Factors influencing its development are: performance data, current instructional initiatives and targeted areas for improvement. SAC also plays a key role in the parental involvement component of this plan giving recommendations for how to best maintain parents active participation on school-related events, functions, training and conferences.

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

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

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

1. Balanced literacy, language acquisition and math professional development ()
2. Balanced literacy, language acquisition and math supplies ()

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

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

b. Duties

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

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

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.

Grade level teams share a common planning time and regularly plan together and make decisions regarding curriculum and instructional practices. Smaller collaborative teams meet as well to plan ELA units of study, math and science lessons, share common activities/assessments and to confer about how to best support student learning.

The components of our school-wide WE GROW initiative includes:

1. All instructional personal are active members of a Professional Learning Community (PLC).
2. C3 (Collaborative Coaching Conversations) are extensions of PLC work where grade level teams collaboratively plan their standards-based instruction.
3. Professional Development is focused on training and enhancing teachers pedagogical skills.
4. The Coaching Cycle utilizes our instructional coaches to confer with teachers (individually and in small groups), model and observe teachers instructing in classrooms, and then provide reflective feedback.
5. Our school Sunshine Club is an organization that promotes positive staff collaboration and camaraderie through a variety of planned social functions and events.
6. Our Faculty Council has representatives from each grade level/department as well as administration. The purpose of this committee is to actively involve faculty and staff in the decision-making process of the school regarding instruction, policies/procedures and school operations as well as to facilitate the dissemination of information to and from their colleagues.
7. As a means to strengthen and build the expertise of our instructional personnel, teachers select a content area (academic, technology) and serve as the liaisons for school and district activities, events, adoptions and professional development.

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

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

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

New teachers to Warfield Elementary are assigned a mentor who regularly meets with them on an informal and formal basis to address curriculum, instructional practices and daily operational procedures. Teacher assignments are made based on years of experience and similar grade level. Teacher assignments can be voluntary or assigned by administration. Our New Teacher Mentoring program meets monthly to provide additional training, policy/procedure information and responds to new teachers' questions. The district provides new teacher orientation at the beginning of the year as well as a series of on-going professional development opportunities throughout the year. A district initiative established a mentor lead teacher at each school site to act as liaison between the school and district to ensure accurate district general information, policies and procedures were disseminated to new teachers in a timely, efficient and effective manner.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

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

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

We utilize data from a variety of sources which include: student classwork, formative and summative classroom assessments (reading and math), iReady data in reading and math, Fountas & Pinnell running reading records, Literacy First Phonological Awareness, Martin County phonics and Bear spelling assessments, district science benchmark assessments, instructional observations and WIDA data.

Based on information obtained from these sources, student instruction is regularly differentiated based on students' strengths and deficiencies using small group instruction, individual conferring and differentiated assignments and homework. Our MTSS team makes recommendations based on a portfolio of data (academic, second language acquisition, behavioral, medical, attendance,

environmental) for students to receive Tier 2 and 3 interventions which provide them with additional time and support beyond the classroom with an interventionist. Students are also selected using available academic data for our WE CARE intervention and enrichment time, after school tutoring and/or our summer programs.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 1,800

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

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

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

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

Strategy: Summer Program

Minutes added to school year: 18,000

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Ferreira, Jean, ferreij@martin.k12.fl.us

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

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

Strategy: After School Program

Minutes added to school year: 2,280

One day per week, teachers receive a paid stipend for an additional hour and 20 mins. of professional development to deepen their understanding of ELA, math and science standards and plan for the application of this knowledge into their core instruction.

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

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

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

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

Strategy: Summer Program

Minutes added to school year: 4,320

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

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

In the Intervention program, teachers analyze current academic data and provide instruction that targets deficit areas in reading and math. An extension/enrichment program -- Camp Invention, is used to increase students' content knowledge in science.

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Ferreira, Jean, ferreij@martin.k12.fl.us

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

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

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

In the Camp Invention program, students are given an exit survey to obtain feedback about the effectiveness of the program.

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.

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

Each summer (in June) any student who registers for kindergarten is invited to attend our Jump Start to Kindergarten program. This is a half day program for 10-15 days focusing on academic readiness and social emotional skills. Teachers have an opportunity to screen and observe students so they can be appropriately grouped/placed for the next school year. The students have an opportunity to become acclimated to the school environment and the expectations for their learning, behavior and work habits. Approximately 75 to 80% of the incoming kindergarten students participate in this program.

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

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

b. College and Career Readiness

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

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

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

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

II. Needs Assessment

The school's completion of this 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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Increase the quality of Science instruction through teacher modeled demonstrations and aligned hands-on student activities.
- G2.** Increase student proficiency and learning gains in Mathematics.
- G3.** Increase the percentage of students achieving proficiency (level 3 or above) and learning gains in ELA.

Strategic Goals Detail

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

G1. Increase the quality of Science instruction through teacher modeled demonstrations and aligned hands-on student activities. 1a

G098516

Targets Supported 1b

Indicator	Annual Target
Statewide Science Assessment Achievement	40.0

Targeted Barriers to Achieving the Goal 3

- Teachers struggle to have adequate time to effectively provide science instruction on a daily basis.
- Teachers' knowledge of science content is varied, as well as their understanding of how to implement quality hands-on activities and resources for students.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Florida Science State Standards, leveled non-fiction Science texts, district Science coordinator, Science Lab and Learning Lab teachers, general education teachers, science lab materials, master schedule

Plan to Monitor Progress Toward G1. 8

Student science growth will be monitored through district science formative and summative benchmark assessments and student standard based progress reports.

Person Responsible

Ivy Menken

Schedule

Quarterly, from 8/15/2017 to 5/24/2018

Evidence of Completion

Standard based progress reports, district science formative and summative benchmark assessments

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

G098517

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	70.0
Math Gains	75.0
Math Lowest 25% Gains	65.0

Targeted Barriers to Achieving the Goal 3

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

Resources Available to Help Reduce or Eliminate the Barriers 2

- Math best practices and methodologies
- iReady Instruct, My Math/Go Math, Ready MAFS, CPalms, District Math Frameworks, Math in Practice, Number Talks, The Common Core Mathematics Companion: The Standards Decoded, math manipulatives
- Evidence-based math resources for core curriculum and targeted interventions

Plan to Monitor Progress Toward G2. 8

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

Person Responsible

Jean Ferreira

Schedule

Every 2 Months, from 8/8/2017 to 5/24/2018

Evidence of Completion

Teacher lesson plans and classroom observations; iReady math reports, district unit assessments

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

1a

G098518

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	47.0
ELA/Reading Gains	50.0
ELA/Reading Lowest 25% Gains	60.0

Targeted Barriers to Achieving the Goal 3

- Our student population is comprised of 75% English Language Learners; therefore, their second language acquisition impacts their level of ELA proficiency.
- Instructional staff needs a deeper understanding of the rigor of the Florida State Standards and linking this critical content to their curriculum.
- Teachers require additional professional development and aligned, evidence-based resources to more effectively strengthen the core curriculum, differentiated small group instruction and provide targeted interventions to students.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Literacy Coaches, administration and district literacy personnel will plan, model lessons, provide feedback, and provide resources for instructional staff during classroom instruction through the PLC/PD coaching cycle.
- Teacher's College Project Reading Units of Study for all classroom teachers.
- District Instructional Frameworks and assessment guides developed for K-5.
- Evidenced-based instructional materials to provide targeted interventions.
- WIDA Can Do descriptors for instructional strategies for ELLs.
- Fountas and Pinnell guided reading conversation sets to increase the rigor of comprehension conversations in small group instruction.

Plan to Monitor Progress Toward G3. 8

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

Person Responsible

Angie Gilbride

Schedule

Monthly, from 8/15/2017 to 5/25/2018

Evidence of Completion

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

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
 Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Increase the quality of Science instruction through teacher modeled demonstrations and aligned hands-on student activities. 1

 G098516

G1.B1 Teachers struggle to have adequate time to effectively provide science instruction on a daily basis. 2

 B265019

G1.B1.S1 Implement supplemental Science instruction during WE CARE enrichment time, on early release days, after school Science club, and in summer science camp. 4

 S280926

Strategy Rationale

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

Action Step 1 5

Science and Learning lab teachers will provide extended emphasis of science instruction and hands-on activities during WE CARE enrichment time, after school club and summer science camp.

Person Responsible

Ivy Menken

Schedule

Daily, from 10/9/2017 to 6/28/2018

Evidence of Completion

Master schedule, student rosters, summer program schedule, observations

Action Step 2 5

All classroom teachers will provide an extended emphasis of Science on six Early Release days throughout the year and during summer science camp.

Person Responsible

Ivy Menken

Schedule

Monthly, from 8/15/2017 to 6/28/2018

Evidence of Completion

Teacher lesson plans, summer program schedule, observations

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

Teacher lesson plans will be reviewed for science integration and instruction and observations of science instruction will be conducted by Science Lab, Learning Lab and District Science Coordinator during the year.

Person Responsible

Ivy Menken

Schedule

Weekly, from 8/15/2017 to 5/24/2018

Evidence of Completion

Teacher lesson plans and observations

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

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

Person Responsible

Ivy Menken

Schedule

Quarterly, from 8/15/2017 to 5/24/2018

Evidence of Completion

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

G1.B1.S2 Implement a schedule for science instruction on a daily basis and all day on early release days. 4

S280927

Strategy Rationale

With increased time for science instruction students will become more proficient in their science knowledge and application.

Action Step 1 5

District Science Coordinator will conduct periodic visits to classrooms during science lessons to provide support and feedback to teachers.

Person Responsible

Ivy Menken

Schedule

Monthly, from 10/2/2017 to 5/24/2018

Evidence of Completion

Classroom visitation schedule and calendar

Action Step 2 5

Create a daily schedule that includes time for science instruction at all grade levels.

Person Responsible

Angie Gilbride

Schedule

Daily, from 8/15/2017 to 5/24/2018

Evidence of Completion

Master schedule

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

Teachers lesson plans will be reviewed for implementation of science instruction.

Person Responsible

Ivy Menken

Schedule

On 5/24/2018

Evidence of Completion

Master schedule

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

Teachers lesson plans will be reviewed for implementation of science instruction.

Person Responsible

Ivy Menken


Schedule

On 5/24/3018

Evidence of Completion

Master schedule

G1.B2 Teachers' knowledge of science content is varied, as well as their understanding of how to implement quality hands-on activities and resources for students. **2**

 B265020

G1.B2.S1 Provide professional development to teachers to increase their ability to effectively implement science lessons and utilize resources. **4**

 S280928

Strategy Rationale

Increased integration of Science lessons on a daily basis will result in an increase of students' knowledge and application of Science standards.

Action Step 1 **5**

Provide local and district professional development to increase teachers' knowledge of the required science standards, instructional practices (modeling, demonstrations) and selection of hands-on activities (aligned to the standards) for students.

Person Responsible

Ivy Menken

Schedule

Monthly, from 8/15/2017 to 5/24/2018

Evidence of Completion

Professional development schedule, teacher observations

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

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

Person Responsible

Ivy Menken

Schedule

Monthly, from 8/15/2017 to 5/24/2018

Evidence of Completion

Professional development sign in sheets, Professional development schedule

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

Teachers will successfully implement Science instruction based on the required science standards using teacher modeling and demonstrations, and hands-on activities for students.

Person Responsible

Ivy Menken

Schedule

Monthly, from 8/15/2017 to 5/24/2018

Evidence of Completion

Teacher lesson plans will be reviewed for Science instruction and observations of Science lessons.

G1.B2.S2 Utilize the district Science vocabulary charts to build students' academic language and develop consistency across all grade levels. [copy] 4

 S280929

Strategy Rationale

Use of Science content vocabulary, ability to make connections, and application of this vocabulary will increase students' understanding of Science content.

Action Step 1 5

Teachers and students will utilize science vocabulary to increase the students' understanding and application of science terminology.

Person Responsible

Ivy Menken

Schedule

On 5/24/2018

Evidence of Completion

Science vocabulary charts, observation of science language being utilized by teachers

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

Teacher Science lesson plans will be reviewed and observations of science instruction will be completed.

Person Responsible

Ivy Menken

Schedule

Monthly, from 8/15/2017 to 5/24/2018

Evidence of Completion

Teacher lesson plans and observations

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

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

Person Responsible

Ivy Menken

Schedule

Monthly, from 8/15/2017 to 5/24/2018

Evidence of Completion

Standard based progress reports, district Science formative and summative benchmark assessments

G2. Increase student proficiency and learning gains in Mathematics. 1

G098517

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

B265021

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

S280930

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Jean Ferreira

Schedule

Biweekly, from 8/8/2017 to 5/24/2018

Evidence of Completion

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

Action Step 2 5

Continue the implementation of the Workshop Model structure for math instruction with an emphasis on the explicit stating of the critical content and why it is important.

Person Responsible

Amanda Leigh

Schedule

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

Evidence of Completion

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

Action Step 3 5

Strengthen the implementation of daily Number Talks to promote oral language and enhance math instruction.

Person Responsible

Amanda Leigh

Schedule

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

Evidence of Completion

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

Action Step 4 5

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

Person Responsible

Jean Ferreira

Schedule

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

Evidence of Completion

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

Action Step 5 5

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

Person Responsible

Jean Ferreira

Schedule

Daily, from 10/9/2017 to 5/24/2018

Evidence of Completion

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

Action Step 6 5

Attend the 2017 National Council of Teachers of Mathematics regional conference to increase knowledge of effective mathematical instructional practices and strategies. Provide professional development to grade level colleagues on newly acquired knowledge.

Person Responsible

Amanda Leigh

Schedule

On 11/2/2017

Evidence of Completion

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

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

Person Responsible

Jean Ferreira

Schedule

Biweekly, from 8/8/2017 to 5/24/2018

Evidence of Completion

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

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

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

Person Responsible

Jean Ferreira

Schedule

Every 2 Months, from 8/8/2017 to 5/24/2018

Evidence of Completion

Teacher lesson plans and classroom observations; iReady math reports, school and district unit assessments

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

G098518

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

B265022

G3.B1.S1 Teachers will receive ongoing professional development to deepen their knowledge of second language acquisition and utilize learned information conjunction with the core reading curriculum to differentiate groups based on student needs using WIDA data and Can Do descriptors. 4

S280931

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Ivy Menken

Schedule

Monthly, from 8/15/2017 to 5/25/2018

Evidence of Completion

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

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

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

Person Responsible

Ivy Menken

Schedule

Monthly, from 8/15/2017 to 5/25/2018

Evidence of Completion

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

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

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

Person Responsible

Ivy Menken

Schedule

Daily, from 8/15/2017 to 5/25/2018

Evidence of Completion

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

G3.B1.S2 Students who are Non-English speakers (NES) will be clustered together in a classroom and the teacher will be provided resources, instructional strategies, and resources to increase NES student proficiency. The ELL paraprofessional will support these classrooms during the ELA block. 4

S280932

Strategy Rationale

Clustering NES students in the same classroom, providing specific strategies to the teacher and paraprofessional by differentiating their instruction from the core will increase their proficiency in English.

Action Step 1 5

Administration and coaches will support classroom teachers and ELL paraprofessionals in professional development that support early literacy behaviors and set up what the core instruction and small groups look like in those classrooms.

Person Responsible

Angie Gilbride

Schedule

Every 6 Weeks, from 8/15/2017 to 5/25/2018

Evidence of Completion

Comparing iReady windows and WIDA scores from 2017 ro 2018

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Coaches and admin will create a model, provide instructional support, and assist teachers in providing targeted differentiate instruction for NES students and incorporate WIDA Can Do descriptors.

Person Responsible

Angie Gilbride

Schedule

Monthly, from 8/15/2017 to 5/25/2018

Evidence of Completion

Classroom observations of students, PAST, MC Phonics assessment, and Early Literacy Behaviors checklists.

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

Admin and coaches will review student data from the classrooms to ensure effectiveness and make adjustments for teachers and students.

Person Responsible

Angie Gilbride


Schedule

Every 6 Weeks, from 8/15/2017 to 5/25/2018

Evidence of Completion

Classroom observations, Early Literacy Behaviors checklist, PAST, & MC Phonics assessment.

G3.B2 Instructional staff needs a deeper understanding of the rigor of the Florida State Standards and linking this critical content to their curriculum. 2

 B265023

G3.B2.S1 Increase teachers identification that the Florida State Standards are the critical content in ELA instruction. Model/Coach teachers how to link the critical content and use interchangeably with the LAFS throughout the minilesson through coaching/PD cycle. 4

 S280933

Strategy Rationale

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

Action Step 1 5

Teachers will collaborate to identify how the Florida State Standards are linked to the critical content from ELA minilessons, using both interchangeably to deliver instruction.

Person Responsible

Angie Gilbride

Schedule

Weekly, from 8/15/2017 to 5/25/2018

Evidence of Completion

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

Action Step 2 5

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

Person Responsible

Angie Gilbride

Schedule

Weekly, from 8/15/2017 to 5/25/2018

Evidence of Completion

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

Action Step 3 5

Instructional staff will receive further professional development in ELA and the balanced literacy structure to align instruction and the Reading Units of Study to the rigor of the Florida Standards and link to critical content that will be used throughout minilessons.

Person Responsible

Jennifer Bacchiochi

Schedule

Weekly, from 8/15/2017 to 5/25/2018

Evidence of Completion

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

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

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

Person Responsible

Angie Gilbride

Schedule

Weekly, from 8/15/2017 to 5/25/2018

Evidence of Completion

Team meeting observations and record sheets, Toolkit 2.0 resources

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

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

Person Responsible

Angie Gilbride

Schedule

Every 6 Weeks, from 8/15/2017 to 5/25/2018

Evidence of Completion

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

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

B265024

G3.B3.S1 Implement evidence-based instructional resources to strengthen core curriculum, differentiated small group instruction, and provide targeted interventions. 4

S280934

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Angie Gilbride

Schedule

Annually, from 8/15/2017 to 5/25/2018

Evidence of Completion

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

Action Step 2 5

Provide targeted ongoing professional development for teachers in the areas of differentiated small group instruction (guided reading), as well as core whole group instruction (minilesson-Edivate)

Person Responsible

Jennifer Bacchiochi

Schedule

Weekly, from 8/15/2017 to 5/25/2018

Evidence of Completion

Look for sheets from Edivate course work, District Learning Walks, and ongoing teacher reflections.

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

Teachers will be provided with training and in-service to learn how to strengthen the core curriculum, differentiated small group instruction and provide targeted interventions.

Person Responsible

Angie Gilbride

Schedule

Every 6 Weeks, from 8/15/2017 to 5/25/2018

Evidence of Completion

Classroom visits, Edivate course work, District Walk 'Look Fors', and teacher observations; in-service schedule and presentations

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

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

Person Responsible

Angie Gilbride

Schedule

Weekly, from 8/15/2017 to 5/25/2018

Evidence of Completion

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









IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G2.B1.S1.A6  A378736	Attend the 2017 National Council of Teachers of Mathematics regional conference to increase...	Leigh, Amanda	10/18/2017		11/2/2017 one-time
G1.MA1  M410561	Student science growth will be monitored through district science formative and summative benchmark...	Menken, Ivy	8/15/2017	Standard based progress reports, district science formative and summative benchmark assessments	5/24/2018 quarterly
G2.MA1  M410564	Progress monitoring data will be collected and analyzed (local and district) to ensure the...	Ferreira, Jean	8/8/2017	Teacher lesson plans and classroom observations; iReady math reports, district unit assessments	5/24/2018 every-2-months
G1.B1.S1.MA1  M410553	Student science growth will be monitored through district Science formative and summative benchmark...	Menken, Ivy	8/15/2017	Standard based progress reports, classroom formative assessments, district science benchmark assessments	5/24/2018 quarterly
G1.B1.S1.MA1  M410554	Teacher lesson plans will be reviewed for science integration and instruction and observations of...	Menken, Ivy	8/15/2017	Teacher lesson plans and observations	5/24/2018 weekly
G1.B2.S1.MA1  M410557	Teachers will successfully implement Science instruction based on the required science standards...	Menken, Ivy	8/15/2017	Teacher lesson plans will be reviewed for Science instruction and observations of Science lessons.	5/24/2018 monthly
G1.B2.S1.MA1  M410558	The facilitators will coordinate and implement a schedule for Science professional development.	Menken, Ivy	8/15/2017	Professional development sign in sheets, Professional development schedule	5/24/2018 monthly
G1.B2.S1.A1  A378729	Provide local and district professional development to increase teachers' knowledge of the required...	Menken, Ivy	8/15/2017	Professional development schedule, teacher observations	5/24/2018 monthly
G2.B1.S1.MA1  M410562	Progress monitoring data will be collected and analyzed (local and district) to ensure the...	Ferreira, Jean	8/8/2017	Teacher lesson plans and classroom observations; iReady math reports, school and district unit assessments	5/24/2018 every-2-months
G2.B1.S1.MA1  M410563	The Leadership team in collaboration with the school math coach, district instructional coach, and...	Ferreira, Jean	8/8/2017	Agendas and presentations for PD sessions, in-service attendance rosters	5/24/2018 biweekly
G2.B1.S1.A1  A378731	Targeted professional development will be provided to increase teachers knowledge of effective...	Ferreira, Jean	8/8/2017	Professional development In-service records, Coaching classroom visits, Coaching pre/post conferences, teacher lesson plans created through the PLC cycle, Administrator pre/post conferences and evaluations	5/24/2018 biweekly
G2.B1.S1.A2  A378732	Continue the implementation of the Workshop Model structure for math instruction with an emphasis...	Leigh, Amanda	8/8/2017	Coaching classroom visits, Coaching pre/post conferences, teacher lesson plans created through the PLC cycle, Administrator pre/post conferences and evaluations	5/24/2018 daily
G2.B1.S1.A3  A378733	Strengthen the implementation of daily Number Talks to promote oral language and enhance math...	Leigh, Amanda	8/8/2017	Coaching classroom visits, Coaching pre/post conferences, teacher lesson plans created through the PLC cycle, Administrator pre/post conferences and evaluations	5/24/2018 daily
G2.B1.S1.A4  A378734	Development of a Growth Mindset for math in the classroom for both teachers and students.	Ferreira, Jean	8/8/2017	Coaching classroom visits, Coaching pre/post conferences, teacher lesson plans created through the PLC cycle, Administrator pre/post conferences and evaluations	5/24/2018 daily
G2.B1.S1.A5  A378735	Development of targeted math intervention groups at every grade level for the purpose of...	Ferreira, Jean	10/9/2017	Intervention data logs, student tracking sheets, teacher lesson plans, Coaching classroom visits, Coaching pre/post conferences, teacher lesson plans created through the PLC cycle,	5/24/2018 daily

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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
				Administrator pre/post conferences and evaluations	
G1.B1.S2.MA1 M410556	Teachers lesson plans will be reviewed for implementation of science instruction.	Menken, Ivy	8/15/2017	Master schedule	5/24/2018 one-time
G1.B1.S2.A1 A378727	District Science Coordinator will conduct periodic visits to classrooms during science lessons to...	Menken, Ivy	10/2/2017	Classroom visitation schedule and calendar	5/24/2018 monthly
G1.B1.S2.A2 A378728	Create a daily schedule that includes time for science instruction at all grade levels.	Gilbride, Angie	8/15/2017	Master schedule	5/24/2018 daily
G1.B2.S2.MA1 M410559	Student Science growth will be monitored through district Science formative and summative benchmark...	Menken, Ivy	8/15/2017	Standard based progress reports, district Science formative and summative benchmark assessments	5/24/2018 monthly
G1.B2.S2.MA1 M410560	Teacher Science lesson plans will be reviewed and observations of science instruction will be...	Menken, Ivy	8/15/2017	Teacher lesson plans and observations	5/24/2018 monthly
G1.B2.S2.A1 A378730	Teachers and students will utilize science vocabulary to increase the students' understanding and...	Menken, Ivy	8/15/2017	Science vocabulary charts, observation of science language being utilized by teachers	5/24/2018 one-time
G3.MA1 M410573	The data to be collected includes: iReady Diagnostic and Progress Monitoring reading data, Fountas...	Gilbride, Angie	8/15/2017	Teacher lesson plans/unit plans, classroom visits and observations, iReady school, grade level, teacher and student ELA reports, WIDA assessments	5/25/2018 monthly
G3.B1.S1.MA1 M410565	During classroom walkthroughs and observations by administration, instructional coaches and...	Menken, Ivy	8/15/2017	Teacher lesson plans, classroom observations, district personnel, coaches, and administration's observations/feedback, WIDA assessments	5/25/2018 daily
G3.B1.S1.MA1 M410566	During classroom walkthroughs and observations by administration, instructional coaches, and...	Menken, Ivy	8/15/2017	Attendance records from workshop trainings, classroom observations, consultant observations/feedback	5/25/2018 monthly
G3.B1.S1.A1 A378737	Administration and coaches will use the PLC and coaching cycle to facilitate professional...	Menken, Ivy	8/15/2017	Classroom observations, teacher lesson plans, teacher reflective feedback, formative and summative assessment data	5/25/2018 monthly
G3.B2.S1.MA1 M410569	Leadership team and district support staff will conduct classroom visits, learning walks and...	Gilbride, Angie	8/15/2017	Feedback from classroom visits, learning walks and observations, feedback from learning walks, teacher unit lesson plans	5/25/2018 every-6-weeks
G3.B2.S1.MA1 M410570	Leadership team members and district support staff will attend grade level PLC, PD and C3 sessions...	Gilbride, Angie	8/15/2017	Team meeting observations and record sheets, Toolkit 2.0 resources	5/25/2018 weekly
G3.B2.S1.A1 A378739	Teachers will collaborate to identify how the Florida State Standards are linked to the critical...	Gilbride, Angie	8/15/2017	PLC/PD/C3 teacher reflection notes, attendance records, unwrapped standards	5/25/2018 weekly
G3.B2.S1.A2 A378740	Literacy coaches, administration, and district personnel will model best instructional practices,...	Gilbride, Angie	8/15/2017	PLC/PD/C3 teacher reflection notes, attendance records, coaches logs and observation notes/actionable feedback.	5/25/2018 weekly
G3.B2.S1.A3 A378741	Instructional staff will receive further professional development in ELA and the balanced literacy...	Bacchiochi, Jennifer	8/15/2017	PLC/PD/C3 teacher reflection notes, teacher observations, coaches logs and observation notes	5/25/2018 weekly
G3.B3.S1.MA1 M410571	Leadership team will conduct classroom visits, learning walks and teacher observations to determine...	Gilbride, Angie	8/15/2017	Learning walk and teacher observation feedback; student formative and summative data	5/25/2018 weekly
G3.B3.S1.MA1 M410572	Teachers will be provided with training and in-service to learn how to strengthen the core...	Gilbride, Angie	8/15/2017	Classroom visits, Edvivate course work, District Walk 'Look Fors', and teacher observations; in-service schedule and presentations	5/25/2018 every-6-weeks

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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
G3.B3.S1.A1  A378742	Evidenced-based, instructional materials will be used and implemented to support ELA core...	Gilbride, Angie	8/15/2017	Purchase orders, teacher lesson plans, classroom visits, learning walking and observations, PLC/PD sessions	5/25/2018 annually
G3.B3.S1.A2  A378743	Provide targeted ongoing professional development for teachers in the areas of differentiated small...	Bacchiochi, Jennifer	8/15/2017	Look for sheets from Edivate course work, District Learning Walks, and ongoing teacher reflections.	5/25/2018 weekly
G3.B1.S2.MA1  M410567	Admin and coaches will review student data from the classrooms to ensure effectiveness and make...	Gilbride, Angie	8/15/2017	Classroom observations, Early Literacy Behaviors checklist, PAST, & MC Phonics assessment.	5/25/2018 every-6-weeks
G3.B1.S2.MA1  M410568	Coaches and admin will create a model, provide instructional support, and assist teachers in...	Gilbride, Angie	8/15/2017	Classroom observations of students, PAST, MC Phonics assessment, and Early Literacy Behaviors checklists.	5/25/2018 monthly
G3.B1.S2.A1  A378738	Administration and coaches will support classroom teachers and ELL paraprofessionals in...	Gilbride, Angie	8/15/2017	Comparing iReady windows and WIDA scores from 2017 ro 2018	5/25/2018 every-6-weeks
G1.B1.S1.A1  A378725	Science and Learning lab teachers will provide extended emphasis of science instruction and...	Menken, Ivy	10/9/2017	Master schedule, student rosters, summer program schedule, observations	6/28/2018 daily
G1.B1.S1.A2  A378726	All classroom teachers will provide an extended emphasis of Science on six Early Release days...	Menken, Ivy	8/15/2017	Teacher lesson plans, summer program schedule, observations	6/28/2018 monthly
G1.B1.S2.MA1  M410555	Teachers lesson plans will be reviewed for implementation of science instruction.	Menken, Ivy	8/15/2017	Master schedule	5/24/3018 one-time

V. Professional Development Opportunities

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

G1. Increase the quality of Science instruction through teacher modeled demonstrations and aligned hands-on student activities.

G1.B1 Teachers struggle to have adequate time to effectively provide science instruction on a daily basis.

G1.B1.S2 Implement a schedule for science instruction on a daily basis and all day on early release days.

PD Opportunity 1

District Science Coordinator will conduct periodic visits to classrooms during science lessons to provide support and feedback to teachers.

Facilitator

District Science Coordinator

Participants

All Teachers

Schedule

Monthly, from 10/2/2017 to 5/24/2018

G1.B2 Teachers' knowledge of science content is varied, as well as their understanding of how to implement quality hands-on activities and resources for students.

G1.B2.S1 Provide professional development to teachers to increase their ability to effectively implement science lessons and utilize resources.

PD Opportunity 1

Provide local and district professional development to increase teachers' knowledge of the required science standards, instructional practices (modeling, demonstrations) and selection of hands-on activities (aligned to the standards) for students.

Facilitator

Instructional Coaches, Science teacher, district Science coordinator

Participants

KG - 4th teachers, administration

Schedule

Monthly, from 8/15/2017 to 5/24/2018

G1.B2.S2 Utilize the district Science vocabulary charts to build students' academic language and develop consistency across all grade levels. [copy]

PD Opportunity 1

Teachers and students will utilize science vocabulary to increase the students' understanding and application of science terminology.

Facilitator

Instructional Coaches, Science lab teacher

Participants

KG - 4th teachers

Schedule

On 5/24/2018

G2. Increase student proficiency and learning gains in Mathematics.

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

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

PD Opportunity 1

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

Facilitator

Math Coach, District Instructional Coach, Math Administrator

Participants

Teachers in grades KG-4th, administration. coaches

Schedule

Biweekly, from 8/8/2017 to 5/24/2018

PD Opportunity 2

Continue the implementation of the Workshop Model structure for math instruction with an emphasis on the explicit stating of the critical content and why it is important.

Facilitator

Math Coach, District Instructional Coach, Math Administrator

Participants

Teachers grades KG-4th, administration, coaches

Schedule

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

PD Opportunity 3

Strengthen the implementation of daily Number Talks to promote oral language and enhance math instruction.

Facilitator

Math Coach, District Instructional Coach, Math Administrator

Participants

Teachers grades KG-4th, administration, coaches

Schedule

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

PD Opportunity 4

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

Facilitator

Math Coach, District Instructional Coach, Math Administrator

Participants

Teachers grades KG-4th, administration, coaches

Schedule

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

PD Opportunity 5

Attend the 2017 National Council of Teachers of Mathematics regional conference to increase knowledge of effective mathematical instructional practices and strategies. Provide professional development to grade level colleagues on newly acquired knowledge.

Facilitator

Jean Ferreira, Amanda Leigh, Kimberley Hubbard, Wendy Snyder, Susan Wardell

Participants

Teachers grades KG-4th, administration, coaches

Schedule

On 11/2/2017

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

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

G3.B1.S1 Teachers will receive ongoing professional development to deepen their knowledge of second language acquisition and utilize learned information conjunction with the core reading curriculum to differentiate groups based on student needs using WIDA data and Can Do descriptors.

PD Opportunity 1

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

Facilitator

Instructional Coaches & administration

Participants

Teachers, Coaches, Administration

Schedule

Monthly, from 8/15/2017 to 5/25/2018

G3.B1.S2 Students who are Non-English speakers (NES) will be clustered together in a classroom and the teacher will be provided resources, instructional strategies, and resources to increase NES student proficiency. The ELL paraprofessional will support these classrooms during the ELA block.

PD Opportunity 1

Administration and coaches will support classroom teachers and ELL paraprofessionals in professional development that support early literacy behaviors and set up what the core instruction and small groups look like in those classrooms.

Facilitator

Angie Gilbride, Jennifer Bacchiochi, & Amanda Leigh

Participants

Annie Thomas, Teri Koehler, Blanca Gomez, Felica Survance, Genesis Vivas, Ana Juan, Juana Pablo, & Abby Chavez

Schedule

Every 6 Weeks, from 8/15/2017 to 5/25/2018

G3.B2 Instructional staff needs a deeper understanding of the rigor of the Florida State Standards and linking this critical content to their curriculum.

G3.B2.S1 Increase teachers identification that the Florida State Standards are the critical content in ELA instruction. Model/Coach teachers how to link the critical content and use interchangeably with the LAFS throughout the minilesson through coaching/PD cycle.

PD Opportunity 1

Teachers will collaborate to identify how the Florida State Standards are linked to the critical content from ELA minilessons, using both interchangeably to deliver instruction.

Facilitator

Literacy Coaches and Administration

Participants

Instructional staff

Schedule

Weekly, from 8/15/2017 to 5/25/2018

PD Opportunity 2

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

Facilitator

Literacy Coaches and Administration

Participants

Instructional staff

Schedule

Weekly, from 8/15/2017 to 5/25/2018

PD Opportunity 3

Instructional staff will receive further professional development in ELA and the balanced literacy structure to align instruction and the Reading Units of Study to the rigor of the Florida Standards and link to critical content that will be used throughout minilessons.

Facilitator

Literacy Coaches and Administration

Participants

Instructional staff

Schedule

Weekly, from 8/15/2017 to 5/25/2018

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

G3.B3.S1 Implement evidence-based instructional resources to strengthen core curriculum, differentiated small group instruction, and provide targeted interventions.

PD Opportunity 1

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

Facilitator

Literacy Coaches, Administration, District Literacy Coordinator

Participants

Instructional staff

Schedule

Annually, from 8/15/2017 to 5/25/2018

PD Opportunity 2

Provide targeted ongoing professional development for teachers in the areas of differentiated small group instruction (guided reading), as well as core whole group instruction (minilesson-Edivate)

Facilitator

Administration and Literacy Coach

Participants

Instructional Staff

Schedule

Weekly, from 8/15/2017 to 5/25/2018

VI. Technical Assistance Items

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

G1. Increase the quality of Science instruction through teacher modeled demonstrations and aligned hands-on student activities.

G1.B1 Teachers struggle to have adequate time to effectively provide science instruction on a daily basis.

G1.B1.S1 Implement supplemental Science instruction during WE CARE enrichment time, on early release days, after school Science club, and in summer science camp.

TA Opportunity 1

Science and Learning lab teachers will provide extended emphasis of science instruction and hands-on activities during WE CARE enrichment time, after school club and summer science camp.

Facilitator

Science and Learning Lab teachers, District Science Coordinator

Participants

Students in grades 1st-4th

Schedule

Daily, from 10/9/2017 to 6/28/2018

VII. Budget

1	G1.B1.S1.A1	Science and Learning lab teachers will provide extended emphasis of science instruction and hands-on activities during WE CARE enrichment time, after school club and summer science camp.				\$700.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	510-Supplies	0131 - Warfield Elementary School	School Improvement Funds		\$700.00
			<i>Notes: Student and teacher instructional materials and supplies to support hands-on science activities and teacher demonstrations in WE CARE, after school clubs and/or summer science camp.</i>			
2	G1.B1.S1.A2	All classroom teachers will provide an extended emphasis of Science on six Early Release days throughout the year and during summer science camp.				\$0.00
3	G1.B1.S2.A1	District Science Coordinator will conduct periodic visits to classrooms during science lessons to provide support and feedback to teachers.				\$0.00
4	G1.B1.S2.A2	Create a daily schedule that includes time for science instruction at all grade levels.				\$0.00
5	G1.B2.S1.A1	Provide local and district professional development to increase teachers' knowledge of the required science standards, instructional practices				\$0.00

		(modeling, demonstrations) and selection of hands-on activities (aligned to the standards) for students.				
6	G1.B2.S2.A1	Teachers and students will utilize science vocabulary to increase the students' understanding and application of science terminology.				\$0.00
7	G2.B1.S1.A1	Targeted professional development will be provided to increase teachers knowledge of effective instructional practices and strategies for teaching mathematical vocabulary.				\$0.00
8	G2.B1.S1.A2	Continue the implementation of the Workshop Model structure for math instruction with an emphasis on the explicit stating of the critical content and why it is important.				\$1,625.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	510-Supplies	0131 - Warfield Elementary School	School Improvement Funds		\$700.00
			<i>Notes: Additional classroom student manipulatives and instructional teacher resources.</i>			
	5100	510-Supplies	0131 - Warfield Elementary School	School Improvement Funds		\$925.00
			<i>Notes: Additional math manipulatives, games, and resources for placement in the math lending library</i>			
9	G2.B1.S1.A3	Strengthen the implementation of daily Number Talks to promote oral language and enhance math instruction.				\$0.00
10	G2.B1.S1.A4	Development of a Growth Mindset for math in the classroom for both teachers and students.				\$0.00
11	G2.B1.S1.A5	Development of targeted math intervention groups at every grade level for the purpose of remediation and enrichment.				\$75.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	510-Supplies	0131 - Warfield Elementary School	School Improvement Funds		\$75.00
			<i>Notes: Perennial Games Participant Registration (Math Enrichment Group Culminating Event)</i>			
12	G2.B1.S1.A6	Attend the 2017 National Council of Teachers of Mathematics regional conference to increase knowledge of effective mathematical instructional practices and strategies. Provide professional development to grade level colleagues on newly acquired knowledge.				\$0.00
13	G3.B1.S1.A1	Administration and coaches will use the PLC and coaching cycle to facilitate professional development focused on building teachers' knowledge and understanding of second language acquisition and how it impacts our English Language Learners.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0131 - Warfield Elementary School			\$0.00

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14	G3.B1.S2.A1	Administration and coaches will support classroom teachers and ELL paraprofessionals in professional development that support early literacy behaviors and set up what the core instruction and small groups look like in those classrooms.				\$0.00
15	G3.B2.S1.A1	Teachers will collaborate to identify how the Florida State Standards are linked to the critical content from ELA minilessons, using both interchangeably to deliver instruction.				\$0.00
16	G3.B2.S1.A2	Literacy coaches, administration, and district personnel will model best instructional practices, facilitate discussions, provide feedback, and reflect with teachers on their instructional practice using the reading units of study and alignment to the LAFS/Critical Content through minilesson.				\$0.00
17	G3.B2.S1.A3	Instructional staff will receive further professional development in ELA and the balanced literacy structure to align instruction and the Reading Units of Study to the rigor of the Florida Standards and link to critical content that will be used throughout minilessons.				\$0.00
18	G3.B3.S1.A1	Evidenced-based, instructional materials will be used and implemented to support ELA core curriculum, small groups, and interventions for grades K-4.				\$2,583.44
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	510-Supplies	0131 - Warfield Elementary School	School Improvement Funds		\$2,583.44
			<i>Notes: For the purchase of instructional materials to strengthen the ELA core curriculum and provided targeted interventions for students KG - 4 grade.</i>			
19	G3.B3.S1.A2	Provide targeted ongoing professional development for teachers in the areas of differentiated small group instruction (guided reading), as well as core whole group instruction (minilesson-Edivate)				\$0.00
					Total:	\$4,983.44