2013-2014 SCHOOL IMPROVEMENT PLAN

Wards Creek Elementary School

6555 STATE ROAD 16
St Augustine, FL 32092
904-547-8730
http://www-wce.stjohns.k12.fl.us/

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	No	19%

Alternative/ESE Center	Charter School	Minority Rate
No	No	18%

School Grades History

2013-14	2012-13	2011-12	2010-11
A	B	A	A

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
    - Year 1 – declined to D, or first-time graded schools receiving a D
    - Year 2 – second consecutive D, or F followed by a D
    - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
    - Year 1 – declined to F, or first-time graded schools receiving an F
    - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
Wards Creek Elementary School

Principal
Edie Jarrell

School Advisory Council chair
Lisa Bielefeldt

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Edie Jarrell	Principal
Kevin Klein	Assistant Principal
Andrea Adams	Instructional Literacy Coach
Lisa Bielefeldt	SAC Chair
Jenna Miller	ESE Team Leader
Samantha Fisher	Kindergarten Team Leader
Nicole Miller	First Grade Team Leader
Rob Simpson	Second Grade Team Leader
Traycee Klein	Third Grade Team Leader
Gretchen Sting	Fourth Grade Team Leader
Heather Clubb	Fifth Grade Team Leader
Nicole Morrill	Related Arts Team Leader
Andrea Janssen	Support Staff Team Leader

District-Level Information

District
St. Johns

Superintendent
Dr. Joseph G Joyner

Date of school board approval of SIP
10/15/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Lisa Bielefeldt, SAC Co-Chair; Edie Jarrell, Administrator, Heather Clubb, Faculty; Dana Smith, Faculty; Veronica Fuata, Faculty; Christina King; Support Personnel, Shelby Heinemann, SAC Co-Chair;Tim

Klein, Business Partner, Chris Adamec, Business Partner; Teresa Lloyd, Parent; Tammy Stewart, PTO Liaison; Patricia Maxham, Chamane Williams, Parent; Stacy Farrell, Parent; Christine Beringer, Parent

Involvement of the SAC in the development of the SIP

The SIP will be written with the participation of SAC members in conjunction with the school leadership team.. This team will determine appropriate school goals based on the disaggregation of current data.

Activities of the SAC for the upcoming school year

SAC will oversee the implementation of the SIP and provide all stakeholders with the opportunity to assess school needs and provide input for school-wide improvements. The team will assist in preparation and review of the school's budget.

Projected use of school improvement funds, including the amount allocated to each project

Funds will be allocated to support the transition to Common Core State Standards, through the purchase of supplemental materials.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

# of administrators

2

 # receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Edie Jarrell		
Principal	Years as Administrator: 11	Years at Current School: 2
Credentials	BA-Education K-12; M.Ed. Leadership K-12; M.S Information Studies K-12 School Principal K-12	
Performance Record	1981-2008 - Hogan-Spring Glen Elementary - Duval County 2008 - 2011 - Cunningham Creek Elementary - St. Johns 2011 - currently - Wards Creek Elementary - St. Johns	

Kevin Klein		
Asst Principal	Years as Administrator: 12	Years at Current School: 1
Credentials	B.A. in Psychology, M.S. In Education with emphasis in Guidance and Counseling, M. Ed in Education with emphasis in Educational Leadership	
Performance Record	2002-2003 DeSoto Co., 2003-2006 Switzerland Pt. Middle; 2006-2008, Cunningham Creek Elem., 2008-2010 Student Services, 2010-2013, Osceola Elementary 2013 - currently, Wards Creek Elementary	

Instructional Coaches

# of instructional coaches

1

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Andrea Adams		
Full-time / School-based	Years as Coach: 5	Years at Current School: 2
Areas	Reading/Literacy, Mathematics, Science, Data, RtI/MTSS	
Credentials	BA. Education M.Ed Leadership	
Performance Record		

Classroom Teachers

# of classroom teachers

56

 # receiving effective rating or higher

56, 100%

 # Highly Qualified Teachers

80%

 # certified in-field

50, 89%

 # ESOL endorsed

37, 66%

 # reading endorsed

7, 13%

 # with advanced degrees

19, 34%

 # National Board Certified

2, 4%

 # first-year teachers

0, 0%

 # with 1-5 years of experience

26, 46%

 # with 6-14 years of experience

19, 34%

 # with 15 or more years of experience

11, 20%

Education Paraprofessionals

# of paraprofessionals

9

 # Highly Qualified

9, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above

1

 # receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Our school district utilizes the PATS employment system which provides information, including the Gallup Teacher Insight to assist us in the screening of our applicants. Our interview team consists of administrators and teachers.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Our mentor program ensures an effective transition to our school. Mentors guide the process of assimilating new staff into the school culture, answer questions, assist in problem solving, and train incoming staff in The 7 Habits of Highly Effective People. Mentors meet regularly with their mentees to collaborate on best practice.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

At Wards Creek Elementary, we use the 4-step problem-solving model: Step 1, define, in objective and measurable terms the goal(s) to be attained, Step 2, identify possible reasons why the desired goal(s) is not being attained. Step 3, develop and implement a well-supported plan involving evidence-based strategies to attain the goal(s) Step 4, evaluate the effectiveness of the plan in relation to stated goal. Weekly our school has a MTSS core team that has an agenda that discusses SIP goals, core instruction, resource allocation, teacher support systems, and small group needs. Then, our school holds weekly MTSS meetings to discuss individual student needs for those students not meeting grade level proficiency.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Principal – Edie Jarrell
Assistant Principal - Kevin Klein
MTSS Facilitator - Andrea Adams
Instructional Literacy Coach - Andrea Adams
Guidance Counselor - Leanne Adolf
School Psychologist - Anna Martin
Behavior Specialist - Darren Tagliarini
Speech/Language Pathologist - Lynn Votaw
Responsibilities
-Member of core team
-Attends core meetings
-Attends RtI review meetings with teacher
-Helps develop Tier II and Tier III academic and behavior plans
-Develops agenda for MTSS meetings
-Responsible for gathering attendance data
-Responsible for gathering behavior data
-Graphs students' progress monitoring data
-Participates in gap analysis
-Makes the MTSS team aware of health/medical conditions that may impact learning
-Takes minutes during the meeting
-Provides the minutes of the meetings to all MTSS members in a timely fashion
-Files paperwork for RtI students into the RtI folder
-Updates data into the RtI digital database
-Schedules meetings to review RtI plans with teachers
-Performs speech and language screenings
-Performs vision and hearing screenings
-Sends home referrals based on vision and hearing needs
-Refers students/parents to appropriate community resources
-Participates in parent conferences

-Performs classroom observations
-Develops progress monitoring probes
-Reviews school wide progress monitoring information
-Conducts guidance lessons based on specific areas of need
-Provides training to staff/teachers on RtI procedures, progress monitoring and related interventions
-Finalizes RtI referral packet and submits to LEA

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

-MTSS core team meets weekly
-The MTSS core team systematically evaluates the school infrastructure, scheduling, personnel and curriculum resources, staff development and procedures.
-Implements MTSS as a school-wide method of raising student achievement outcomes through data review and problem-solving.
-The MTSS core team plans, implements and monitors the progress of school improvement goals.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Baseline data:
Reading and Math – FCAT
Reading – FAIR
Reading, Math, Science – Discovery Education Assessments
Writing – Writing Prompts
Behavior – Daily behavior charts, ABC data, referrals
Attendance – List of students missing 3, 5, or 10 days
Midyear data:
Reading and Math – FCAT
Reading – FAIR
Reading, Math, Science – Discovery Education Assessments
Writing – Writing Prompts
Behavior – Daily behavior charts, ABC data, referrals
Attendance – List of students missing 3, 5, or 10 days
End of year data:
Reading and Math – FCAT
Reading – FAIR
Reading, Math, Science – Discovery Education Assessments
Writing – Writing Prompts
Behavior – Daily behavior charts, ABC data
Attendance – List of students missing 3, 5, or 10 days

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The school-based leadership team received training on MTSS on August 5, 2013. Our team will receive additional monthly virtual meetings and face to face meetings monthly. Professional Development on MTSS will be conducted for the staff during pre-planning for the 2013-2014 school year.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Andrea Adams	Instructional Literacy Coach
Edie Jarrell	Principal
Kevin Klein	Assistant Principal/LEA
Anna Martin	School Psychologist
Leanne Adolf	Guidance Counselor
Darren Tagliarini	Behavior Specialist
Lynn Votaw	Speech and Language Pathologist
Jenna Miller	ESE Specialist

How the school-based LLT functions

- Provides vision for both academic and behavioral success.
- Plans, implements and monitors the progress of school improvement.
- Implements Multi-Tiered System of Supports as a school-wide method of raising student achievement outcomes through data review and problem-solving.
- Systematically evaluates the school infrastructure, scheduling, personnel and curriculum resources, staff development and procedures.
- Meeting frequency – weekly

The LLT establishes a common vision for the use of data-based decision making to ensure that all stakeholders are correctly implementing RtI procedures and best practices, conducting appropriate assessments of skills and providing necessary support to ensure effective instruction and maximum learning. The LLT communicates with all appropriate stakeholders individual RtI plans, student progress and comparison data. The team also communicates, models, and evaluates strategies for successful implementation research-based best practices. The team provides information about core instruction, participates in data collection, delivers instruction and interventions, collaborates with staff and stakeholders to ensure effectiveness and supports stakeholders with materials, instruction, training, and resources.

As a team the LLT will meet weekly to analyze data from STAR, Discovery Ed., FAIR, Writing Prompts, student grades, attendance records, behavioral checklists, and standardized test results to discuss specific student needs, and progress or lack thereof. Specific goals will be established for students performing below standards. The progress will be further monitored at future meetings and each six weeks during assessment windows.

Major initiatives of the LLT

To increase the number of students reaching mastery and exceeding district/state standards.
To continue the high performance of our students who are proficient and are meeting or exceeding standards.
To increase the number of students in grades in 4-5 making adequate learning gains in reading.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

Our school invites PreSchool students to visit Kindergarten classrooms during the last quarter of the year. As Preschool students enroll for Kindergarten, they are given a screener to help build heterogeneous classes. We work with outside agencies, such as Episcopal services, ChildFind, FDLRS,

and VPK to build the bridge from Preschool to Kindergarten. During the first week of school, our PTO holds a Tissue and Tea breakfast to share opportunities and information with parents of new Kindergarteners.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	83%	75%	No	84%
American Indian				
Asian	79%	67%	No	81%
Black/African American	76%	82%	Yes	78%
Hispanic	83%	73%	No	85%
White	83%	76%	No	84%
English language learners				
Students with disabilities	59%	30%	No	63%
Economically disadvantaged	61%	70%	Yes	65%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	89	24%	26%
Students scoring at or above Achievement Level 4	197	53%	55%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		25%
Students scoring at or above Level 7			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	139	61%	65%
Students in lowest 25% making learning gains (FCAT 2.0)	17	39%	50%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	10	77%	80%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		50%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		35%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	72	60%	70%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	79%	75%	No	81%
American Indian				
Asian	93%	75%	No	94%
Black/African American	64%	73%	Yes	68%
Hispanic	81%	68%	No	83%
White	80%	75%	No	82%
English language learners				
Students with disabilities	55%	33%	No	60%
Economically disadvantaged	64%	58%	No	68%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	131	35%	36%
Students scoring at or above Achievement Level 4	154	41%	45%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		25%
Students scoring at or above Level 7			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	126	55%	62%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	22	58%	60%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	46	36%	37%
Students scoring at or above Achievement Level 4	56	44%	45%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		50%
Students scoring at or above Level 7			

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	6	1%	1%
Students retained, pursuant to s. 1008.25, F.S.	16	2%	1%
Students who are not proficient in reading by third grade	31	4%	2%
Students who receive two or more behavior referrals	3	0%	0%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	4	1%	0%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Our parental involvement targets include training and involving our parents in the total school program. We aim to have parents involved in PTO, SAC, and other voluntary opportunities. We strive to have 10 hours of volunteerism for each student, approximately 8000 hours per year.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Meet 5-STAR criteria	1	100%	100%
Training in curriculum, testing, and volunteerism	240	30%	40%
room parent for each classroom	43	100%	100%

Area 10: Additional Targets

Additional targets for the school

We will continue to integrate the Character Counts! Initiative with The 7 Habits of Happy Children to maintain our positive and effective school culture as a Leader in Me School working toward Lighthouse status.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Faculty/Staff members trained in 7 Habits	60	75%	90%
All classrooms have mission statement	30	75%	100%

Goals Summary

G1. Wards Creek will increase the number of students making learning gains in reading by focusing on differentiated instruction.

G2. Wards Creek will increase the number of students making learning gains and showing grade level proficiency in reading and math through data driven instruction.

G3. Wards Creek will increase the number of students proficient in reading, writing, and math by focusing on high yield instructional strategies.

Goals Detail

G1. Wards Creek will increase the number of students making learning gains in reading by focusing on differentiated instruction.

Targets Supported

Resources Available to Support the Goal
- Research based intervention strategies and materials

Targeted Barriers to Achieving the Goal
- Working to meet grade level expectations while closing learning gaps.
- Scheduling and time constraints

Plan to Monitor Progress Toward the Goal

review of student data at WOW trainings

Person or Persons Responsible
administrative staff and classroom teachers

Target Dates or Schedule:
weekly during WOW training sessions

Evidence of Completion:
data review for evidence of student growth and proficiency

G2. Wards Creek will increase the number of students making learning gains and showing grade level proficiency in reading and math through data driven instruction.

Targets Supported

Resources Available to Support the Goal
- District Formative Assessments (DFA); Independent Reading Level Assessment (IRLA); Discovery Ed; Renaissance Place-STAR and AR/AM; teacher-developed assessments

Targeted Barriers to Achieving the Goal
- students' proficiency with technology needed for online assessments
- teachers' proficiency with using and understanding available data

Plan to Monitor Progress Toward the Goal

student growth and proficiency

Person or Persons Responsible
teachers

Target Dates or Schedule:
following assessment calendar

Evidence of Completion:
data review for evidence of student growth and proficiency

G3. Wards Creek will increase the number of students proficient in reading, writing, and math by focusing on high yield instructional strategies.

Targets Supported
- Writing

Resources Available to Support the Goal
- Professional Development - High Yield Strategies
- Classroom Coaching
- iObservation process supporting Marzano's research on High-Yield Strategies

Targeted Barriers to Achieving the Goal
- Transition to new curriculum maps

Plan to Monitor Progress Toward the Goal

high-yield strategies in classroom instruction

Person or Persons Responsible
Teachers, Administrators, ILC

Target Dates or Schedule:
ongoing through classroom observations

Evidence of Completion:
data review for evidence of student growth and proficiency

Action Plan for Improvement

Problem Solving Key

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

G1. Wards Creek will increase the number of students making learning gains in reading by focusing on differentiated instruction.

G1.B1 Working to meet grade level expectations while closing learning gaps.

G1.B1.S1 Implementation of the workshop model framework to provide the opportunity for whole group, small group, and individual instructional time, as well as leveled materials and mulit-modality learning tasks.

Action Step 1

workshop model of instruction

Person or Persons Responsible

teachers

Target Dates or Schedule

daily during academic blocks

Evidence of Completion

data review for evidence of student growth and proficiency

Facilitator:

administrative team

Participants:

teachers

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

classroom walkthroughs

Person or Persons Responsible

administrative team

Target Dates or Schedule

daily throughout the year

Evidence of Completion

feedback from iObservation protocols

Plan to Monitor Effectiveness of G1.B1.S1

student proficiency and growth through data collected in Student Leadership Notebooks

Person or Persons Responsible

students measured by teachers

Target Dates or Schedule

ongoing throughout the year

Evidence of Completion

Student Leadership Notebooks

G1.B2 Scheduling and time constraints

G1.B2.S1 MAGIC - Multi-Ability Grouping in Classrooms - 30 minute daily school-wide intervention block with students flexibly grouped according to specific learning needs.

Action Step 1

MAGIC - Multi-Ability Grouping in Classrooms - 30 minute daily school-wide intervention block

Person or Persons Responsible

all students flexibly grouped according to specific learning needs

Target Dates or Schedule

daily from 8:45 - 9:15

Evidence of Completion

data review for evidence of student growth and proficiency

Facilitator:

Administrative team

Participants:

teachers

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

intervention block

Person or Persons Responsible

administrative team

Target Dates or Schedule

weekly during intervention block

Evidence of Completion

feedback from walkthroughs

Plan to Monitor Effectiveness of G1.B2.S1

student proficiency and growth data from ongoing progress-monitoring assessments - DFAs, DE, teacher-made assessments

Person or Persons Responsible

all students tested by classroom teachers

Target Dates or Schedule

ongoing, following assessment calendar

Evidence of Completion

data review for evidence of student growth and proficiency

G2. Wards Creek will increase the number of students making learning gains and showing grade level proficiency in reading and math through data driven instruction.

G2.B2 students' proficiency with technology needed for online assessments

G2.B2.S1 provide technology instruction as a part of the Related Arts rotation schedule

Action Step 1

Technology instruction

Person or Persons Responsible

Computer teacher

Target Dates or Schedule

daily during Related Arts rotations

Evidence of Completion

school-wide schedule calendar

Plan to Monitor Fidelity of Implementation of G2.B2.S1

walkthroughs

Person or Persons Responsible

administrative team

Target Dates or Schedule

ongoing throughout the school year

Evidence of Completion

classroom walkthrough feedback through iObservation protocols

Plan to Monitor Effectiveness of G2.B2.S1

student proficiency in the use of technology

Person or Persons Responsible

students measured by teachers' observations

Target Dates or Schedule

ongoing throughout the school year

Evidence of Completion

data review for evidence of student growth and proficiency

G2.B3 teachers' proficiency with using and understanding available data

G2.B3.S1 Professional development for teachers in the area of understanding and using available data

Action Step 1

professional development in the area of understanding and using data

Person or Persons Responsible

teachers trained by district and school administrators

Target Dates or Schedule

Professional Development Wednesdays and weekly WOW training sessions

Evidence of Completion

teacher data notebooks and data review for evidence of student growth and proficiency

Facilitator:

School administrative team and District curriculum team

Participants:

teachers

Plan to Monitor Fidelity of Implementation of G2.B3.S1

teacher data notebooks and student performance tracker

Person or Persons Responsible

administrative team

Target Dates or Schedule

quarterly data chats

Evidence of Completion

data review for evidence of student growth and proficiency

Plan to Monitor Effectiveness of G2.B3.S1

data conversations

Person or Persons Responsible

teachers and administrative team

Target Dates or Schedule

WOW Wednesday training sessions

Evidence of Completion

data review for evidence of student growth and proficiency

G3. Wards Creek will increase the number of students proficient in reading, writing, and math by focusing on high yield instructional strategies.

G3.B1 Transition to new curriculum maps

G3.B1.S1 Follow District Curriculum Map and use Formative Assessments to focus on critical standards

Action Step 1

Curriculum Maps and Formative Assessments

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

data review for evidence of student growth and proficiency

Facilitator:

Instructional Literacy Coach Principal Assistant Principal

Participants:

Teachers

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

Use of High-Yield strategies during daily instruction

Person or Persons Responsible

Instructional Literacy Coach

Target Dates or Schedule

Classroom coaching and peer observations

Evidence of Completion

feedback and observational documentation

Plan to Monitor Effectiveness of G3.B1.S1

High-Yield Strategies in classroom instruction

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule

Walkthroughs and Observations

Evidence of Completion

Documentation on iObservation protocols

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

We use Title II monies for Professional Development. We use SAI monies for supplemental intervention materials and personnel to work with our lowest quartile.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Wards Creek will increase the number of students making learning gains in reading by focusing on differentiated instruction.

G1.B1 Working to meet grade level expectations while closing learning gaps.

G1.B1.S1 Implementation of the workshop model framework to provide the opportunity for whole group, small group, and individual instructional time, as well as leveled materials and mulit-modality learning tasks.

PD Opportunity 1

workshop model of instruction

Facilitator

administrative team

Participants

teachers

Target Dates or Schedule

daily during academic blocks

Evidence of Completion

data review for evidence of student growth and proficiency

G1.B2 Scheduling and time constraints

G1.B2.S1 MAGIC - Multi-Ability Grouping in Classrooms - 30 minute daily school-wide intervention block with students flexibly grouped according to specific learning needs.

PD Opportunity 1

MAGIC - Multi-Ability Grouping in Classrooms - 30 minute daily school-wide intervention block

Facilitator

Administrative team

Participants

teachers

Target Dates or Schedule

daily from 8:45 - 9:15

Evidence of Completion

data review for evidence of student growth and proficiency

G2. Wards Creek will increase the number of students making learning gains and showing grade level proficiency in reading and math through data driven instruction.

G2.B3 teachers' proficiency with using and understanding available data

G2.B3.S1 Professional development for teachers in the area of understanding and using available data

PD Opportunity 1

professional development in the area of understanding and using data

Facilitator

School administrative team and District curriculum team

Participants

teachers

Target Dates or Schedule

Professional Development Wednesdays and weekly WOW training sessions

Evidence of Completion

teacher data notebooks and data review for evidence of student growth and proficiency

G3. Wards Creek will increase the number of students proficient in reading, writing, and math by focusing on high yield instructional strategies.

G3.B1 Transition to new curriculum maps

G3.B1.S1 Follow District Curriculum Map and use Formative Assessments to focus on critical standards

PD Opportunity 1

Curriculum Maps and Formative Assessments

Facilitator

Instructional Literacy Coach Principal Assistant Principal

Participants

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

data review for evidence of student growth and proficiency

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Wards Creek will increase the number of students making learning gains in reading by focusing on differentiated instruction.	$5,000
G2.	Wards Creek will increase the number of students making learning gains and showing grade level proficiency in reading and math through data driven instruction.	$20,000
	Total	$25,000

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Materials	Technology	Total
SAI	$5,000	$0	$5,000
PTO	$0	$20,000	$20,000
Total	$5,000	$20,000	$25,000

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Wards Creek will increase the number of students making learning gains in reading by focusing on differentiated instruction.

G1.B2 Scheduling and time constraints

G1.B2.S1 MAGIC - Multi-Ability Grouping in Classrooms - 30 minute daily school-wide intervention block with students flexibly grouped according to specific learning needs.

Action Step 1

MAGIC - Multi-Ability Grouping in Classrooms - 30 minute daily school-wide intervention block

Resource Type

Evidence-Based Materials

Resource

Intervention materials to support specific learning needs of small group MAGIC blocks

Funding Source

SAI

Amount Needed

$5,000

G2. Wards Creek will increase the number of students making learning gains and showing grade level proficiency in reading and math through data driven instruction.

G2.B2 students' proficiency with technology needed for online assessments

G2.B2.S1 provide technology instruction as a part of the Related Arts rotation schedule

Action Step 1

Technology instruction

Resource Type

Technology

Resource

computers for lab

Funding Source

PTO

Amount Needed

$20,000