

Wolf Lake Elementary



2014-15 School Improvement Plan

Wolf Lake Elementary

1771 W PONKAN RD, Apopka, FL 32712

[no web address on file]

School Demographics

School Type
Elementary

Title I
No

Free/Reduced Price Lunch
46%

Alternative/ESE Center
No

Charter School
No

Minority
54%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	A	A	A

School Board Approval

This plan was approved by the Orange County School Board on 2/10/2015.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or 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 Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	18
Goals Summary	18
Goals Detail	18
Action Plan for Improvement	21
Appendix 1: Implementation Timeline	53
Appendix 2: Professional Development and Technical Assistance Outlines	59
Professional Development Opportunities	60
Technical Assistance Items	70
Appendix 3: Budget to Support Goals	71

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 resources available to support the goals and barriers that could hinder achieving those goals (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 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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To lead our students to success with the support and involvement of families and the community.

Provide the school's vision statement

To be the top producer of successful students in the nation

School Environment

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

Cultural awareness and sensitivity are an integral part of the district-wide elementary reading curriculum. Every grade level also builds multicultural studies into learning. Academic and behavior data is consistently monitored for the progress of children in ethnic and cultural subgroups in order to close any achievement gaps. Lesson plans are monitored by the administration for the fidelity of the implementation of this curriculum. Teachers are coached regarding their planning and level of success in meeting the needs of children from diverse cultures through the Marzano IObervation system. Teachers also receive feedback and guidance on their relationships with children and their parents through this system. Administrators monitor parent contact logs for frequent communication with families. Home and bus stop visits are made as needed. Wolf Lake Elementary also works to include all of its families. The School Advisory Council's membership mirrors the cultural makeup of the Wolf Lake Elementary School student body. The Parent Leadership Council provides support for parents of English Language Learners.

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

The Safe School Plan, which has been reviewed by the district Safety Department and by a representative of the Apopka Police Department, details the supervision plan for the campus before, during, and after school. Both agencies have worked to help address the traffic issues resulting from the school's enrollment being far beyond its intended capacity. Adults are consistently visible and available to assist children throughout the day.

The school also participates in Act 4 Change, the district's anti-bullying program.

All staff members are trained in behavior and crisis management. Select staff are trained in Crisis Prevention and Intervention, for children needing additional support. A behavior technician has been added to the staff this school year, to provide additional support. The staff responds promptly to student and parent complaints of discipline issues and bullying. Safety drills occur on a monthly basis, in accordance with district policy.

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

The Orange County Public Schools' Student Code of Conduct is reviewed with every child at least once during each marking period. The content of the review is customized to reflect discipline data and developmental needs. School-wide behavior expectations are consistently enforced and are

posted throughout the campus. Teachers submit their classroom behavior plans to the administration, who monitor for consistency of implementation among professional learning communities. Collaboration between the Administrative Dean and Administrators is continuous. Students needing extra support receive individualized behavior points sheets. These break behavioral goals into shorter time frames, helping students to make the best choices. These children also have adult mentors. These mentors are either WLE staff members or ADDitions volunteers. Mentors meet with children on a frequent basis, providing support and encouragement. Staff new to Wolf Lake Elementary learn about behavior management in the school's induction program. All staff had the opportunity to enroll in Time to Teach training here at the school base. This class is led by a staff member who is also a certified trainer in the program. A school-wide Positive Behavior Support Committee also meets quarterly to address discipline procedures.

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

Wolf Lake Elementary School participates in the OCPS Comprehensive Guidance Program. This includes character education lessons, which are reinforced through the school's Super Student and Citizen of the Quarter Program. Adherence to behavior expectations is rewarded with a privilege system for fifth graders, building positive role models for the younger children. A school-wide mentoring program provides support for children facing social and academic challenges. On-site counseling is provided for immediate needs. The Administrative Dean facilitates referrals for counseling from approved outside sources, as needed. Select counselors visit the school to provide therapy on-site, when requested by parents. Social skills groups run by school staff also help children learn strategies to be socially and academically successful.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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

Student attendance and tardies are reviewed regularly. Suspensions are tracked on a continual basis through EDW. Students failing in ELA or math, as well as students scoring at level one in those content areas, are monitored through the MTSS process.

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	12	7	17	11	10	12	69
One or more suspensions	11	15	10	23	9	18	86
Course failure in ELA or Math	0	0	14	20	28	23	85
Level 1 on statewide assessment	0	0	0	31	12	25	68

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

Indicator	Grade Level					Total
	1	2	3	4	5	
Students exhibiting two or more indicators	1	8	20	14	16	59

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

Administrators review each report card every nine weeks. Referrals for children with excessive absences and tardies are made to the administrative dean for follow up through family support via the social worker. Students who are suspended have follow-up behavior plans generated in conjunction with their families, to prevent them from being suspended again. Students failing or scoring at level one in ELA or Math receive targeted, diagnostic interventions. They are provided with tiered assistance in accordance with the MTSS system of support.

Family and Community Involvement

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

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Administration will review teachers' Parent Contact Logs to ensure that families are receiving timely and relevant information regarding their children's progress. Teachers communicate with families using email, phone calls, Progress Book, Friday folders, and report card conferences. Parents will be accommodated by scheduling report card conferences in the evenings, if needed.

The number of opportunities for families to be involved will increase by scheduling honor roll assemblies by grade levels on specific mornings to accommodate parents. A wide variety of family events will be offered during the year, including Fine Dining, Open House, Field Day, Science Night, PTA Dance, PTA Carnival, PTA Movie Night, and performances during PTA General Meetings.

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

New Partners in Education and Additions Volunteers will be recruited, trained, and recognized. The ADDitions and Partners in Education Coordinators will chair these efforts. The school will participate in Family Nights at local "Partners in Education" owned establishments. Incentives from these Partners in Education will also be used for Honor Roll and Perfect Attendance student rewards.

PTA will build and sustain family involvement through its newsletter, which communicates upcoming school activities and is sponsored by businesses and individuals in the community.

Effective Leadership

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

School Leadership Team

Membership

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

Name	Title
Torrance, Beverly	Teacher, K-12
Ius, Patricia	Assistant Principal
Dozier, Jaime	Dean
Grimando, Caroll	Principal
LaVoie, Chrystal	Teacher, K-12
Tennis-Slotsve, Melody	Dean
Dickmyer, Jennifer	Teacher, K-12
Palmer, Sabrina	Teacher, K-12
Marks, Cicely	Assistant Principal
Ruth, Annette	Administrative Support

Duties

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

- * Administration- Caroll Grimando, Patricia Ius, and Cicely Marks- Responsible for overall school performance, generation and continual revision of SIP. Oversight and management of MTSS.
- * Intermediate Reading Coach, Curriculum Compliance Teacher, and Intervention Teacher- Beverly Torrance- Responsible for monitoring, instructional intervention, and status of ESOL and other intervention students.
- * CRT- Jamie Dozier- Responsible for coordinating testing, instructional core and intervention, supporting teachers of intervention students, instructional materials manager, curriculum leader, and instructional coach.
- * Staffing Specialist- Jennifer Dickmyer- Coordinator of MTSS efforts, Coordinator of IEP's grades K-5
- * Staffing Specialist- Nannette Dominguez- Responsible for monitoring, instructional intervention, and status of ESE and intervention students, Coordinator of ESE PreK, Coordinator of 504 Plans.
- * Dean- Melody Tennis- Responsible for behavioral intervention and positive behavior support for all students.
- * Primary Reading Coach, Curriculum Compliance Teacher, and Intervention Teacher- Chrystal LaVoie- Coordination of instructional interventions and progress monitoring for select grade levels.

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 role of the MTSS Leadership is to ensure that all students are supported in making progress towards meeting and exceeding mastery of grade level standards. The team meets twice weekly. We will conduct universal screenings of all students, appropriately match research based interventions to students performing below grade level standards, and conduct progress monitoring. The MTSS Coordinator will attend district trainings if they are offered and then share information with the MTSS Leadership Team and WLE Instructional Staff. The MTSS Leadership Team is responsible for overseeing the implementation of Tier 1, Tier 2, and Tier 3 instruction and for providing training and support for curriculum, materials and resources. The MTSS Leadership Team will review universal screenings, diagnostic assessments, and progress monitoring data to ensure the success of all

students. Each grade meets at least weekly in their grade level PLC to discuss student progress monitoring data, the tiered layers of support and the research based resources and instruction that are being utilized to implement the MTSS process with fidelity.

Substitutes will be purchased for ELA planning. Every Professional Learning Community's ELA specialists will participate for two days. Planning time will be used to collaborate and to deconstruct standards in this content area in all grade levels.

Supplemental Academic Instruction funding will be used to provide for students' academic needs. The majority of this funding will be used to pay part of the allocation for a reading resource teacher to serve children in tiers two and three. The remaining funding will help provide tutoring in the mornings before school.

The Angel Fund is a nutrition program that covers the cost of meals for children unable to pay or temporarily ineligible for free and reduced lunch.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Edna Springer	Teacher
Caroll Grimando	Principal
La Sandra Alves	Parent
Amber Anderson	Parent
Mikeal Blake	Parent
Mary Block	Teacher
Holly Bowman	Parent
Justin Campbell	Parent
Dianna Carguill	Teacher
Tamara Hall	Parent
Pam McKinley	Parent
Stacy Mulcare-Brodie	Parent
Stephanie Neeley	Education Support Employee
Deanna Northrup	Parent
Robert Rightmyer	Business/Community
Pamela Schwartz	Teacher
Elsie Seyoune	Parent
Paramdai Somwaru	Teacher
Zina Walker	Parent
Marriebell Webber	Parent

Duties

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

Evaluation of last year's school improvement plan

The SAC membership is representative, in its composition, of the Wolf Lake Elementary School community. This is in compliance with Florida Statutes. The SAC reviewed the SIP Plan for the 2013-14 school year in its entirety at the beginning of the school year. Individual components were specifically addressed during the school year. Analysis of student achievement data from the previous school year was part of this process.

Development of this school improvement plan

The SAC developed, administered, and implemented School Effectiveness Surveys to parents, students and staff. The results of the surveys were reviewed at the School Advisory Council Retreat, at Parent Teacher Association Meetings, and at a Faculty Meeting. Ideas for each part of the 2014-15 SIP were generated based on feedback from the surveys and on student achievement data.

Preparation of the school's annual budget and plan

Review of the currently proposed budget will be shared with the School Advisory Council participants at their first scheduled meeting in September, in order that they may make suggestions for any budget cuts required after recalculation. The proposed budget was also generated with input from a staff budget committee.

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

There were no school improvement funds allocated last year.

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

Yes

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

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Barlow, Dawn	Teacher, K-12
Ussrey, Natalie	Teacher, K-12
Proctor, Jennifer	Teacher, K-12
Tindell, Marlana	Teacher, K-12
Buchan, Janet	Teacher, K-12
Block, Mary	Teacher, K-12
Swaggerty, Lenka	Teacher, K-12
Dozier, Jaime	Teacher, K-12
LaVoie, Chrystal	Teacher, K-12
Torrance, Beverly	Teacher, K-12
Dickmyer, Jennifer	Other

Duties

Describe how the LLT promotes literacy within the school

A major initiative will be the continuing implementation of Journeys as the core reading program. Another major initiative will be the continuation of two Reading Resource Teacher/ Intervention Specialists in the primary and secondary grades who will model lessons, work collaboratively with teachers and guide PLC Teams in data driven instruction through data analysis. The LLT will also facilitate deconstruction of the Language Arts Florida Standards, while keeping pace with the district's scope and sequence guidelines. The Core Connections program will help integrate writing into all content areas this year.

Public and Collaborative Teaching

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

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

School-wide professional development opportunities for the 2013-2014 school year focused heavily on collaborative planning and instruction. Grade level Professional Learning Communities divided content areas among their individual teachers at all grade levels to facilitate more depth and rigor in planning and in classroom instruction.

This implementation grows during the 2014-2015 school year, as teachers begin the school year with their planning content areas known to them before preplanning. Many spent the summer in professional development geared toward improving instruction. The faculty is moving into year three of lesson study, where teachers strong in specific design questions showcase their instructional strategies for other faculty members who choose to observe those specific elements. Professional development will be offered in increasing rigor, collaborative planning, and in using the new, district-wide unit planning template.

Professional Learning Communities will meet once weekly for regular meeting items, and a second time weekly solely for collaborative planning, which administrators will be monitoring. Collaborative planning will be broken down by content areas. Vertical alignment by subject area is another important component of this initiative.

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

The administration will work to recruit and retain highly qualified, certified-in-field, effective teachers to Wolf Lake Elementary. This will include working through the district to post vacancies in a timely manner. References will be checked in accordance with district guidelines by the administration. All anticipated vacancies will be filled by May, to secure the best available candidates.

Team interviews will involve staff members assigned to collaborate with the teacher who will be selected. Administrators will also use the Effective Educators program to provide coaching and encouragement to teachers in order to increase retention of employees.

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

Teachers new to Wolf Lake Elementary will be assigned mentors, who have documented consistent professional success. These experienced teachers will work with new teachers on a one-on-one basis. Mentors and new teachers will observe each other and engage in meaningful dialogue regarding their observations. The Curriculum Resource Teacher will also observe and model lessons for these staff members.

New teachers will also attend "Newbie University" which is organized by the Curriculum Resource Teacher/ Instructional Coach. These in-service events will provide information and guidance on instructional practice and procedures as they are implemented at Wolf Lake Elementary. Activities are planned based on need.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

Teachers, administrators and support staff were trained during the previous school year on Journeys, Go Math, and their relation to the new Florida Common Core State Standards. These resources will be aligned with the district's Measurement Topic Plans to ensure the relevance of all progress monitoring data. Administrators will check for adherence to this instructional focus through classroom observations, and checking lesson plans. Instructional coaching conferences will also focus on making sure that teachers are knowledgeable of the MTP's and that they follow the scope and sequence as developed.

Wolf Lake Elementary complies with the district-level purchasing plan for instructional materials cleared by the adoption process. An in-depth alignment of these materials will determine if there are any discrepancies between the materials and the MTP's. Any such discrepancies will be addressed by the curriculum planners in that content area.

Instructional Strategies

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

The MTSS Coach will facilitate the use of root cause analysis to differentiate instruction in the most effective possible manner. Data meetings will help to form triage plans, where instructional needs are best organized. Interventions will occur in flexible groups with both regular and intervention teachers. Students in tiers two and three will benefit from these skills groups. Enrichment for the higher performing children will occur while other students are in interventions. The enrichment components of both Journeys and Go Math will provide resources to meet the needs of these children.

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: Extended School Day

Minutes added to school year: 29,820

Children are provided with a safe after-school environment. Assistance is provided with homework completion.

Strategy Rationale

Many parents work, or are unable to assist with homework.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Grimando, Caroll, caroll.grimando@ocps.net

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

Parents with children in the Extended Day Program are surveyed to determine the effectiveness of this strategy.

Strategy: Extended School Day

Minutes added to school year: 5,400

Children are provided with additional academic instructional time in content areas where data indicates they are performing at a low level.

Strategy Rationale

Students need either intervention or enrichment in reading and math.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Grimando, Caroll, caroll.grimando@ocps.net

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

Data is monitored through common summative assessments, benchmark assessments and reports from computer programs such as IStation and FASST Math, FCAT Explorer.

Student Transition and Readiness

PreK-12 Transition

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

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

Kindergarten children and their families attend an orientation in the spring. Tours are provided for families new to the school, as needed. The children are screened for kindergarten readiness skills

before they attend class in August. This information is used to place children in the classrooms that will best meet their needs. Teachers have "Meet, Greet and Sweet Treat" orientations with students and parents prior to the first day of school, to get to know families and to help children feel more confident about the upcoming school year. A "BooHoo, Yahoo Breakfast" for parents on the first day of school helps with family adjustment to the school year. All kindergarten children are screened with FLKRS and interventions are put in place based on this data.

Fifth graders transitioning to Wolf Lake Middle School have a visit from the sixth grade counselor so that they may understand academic choices and requirements. These students also visit the middle school campus, so that they may feel more confident about the upcoming school year. The middle school's summer reading program is also actively promoted, to set up incoming sixth grade students for success. Meetings are held with the guidance counselor and the dean over the summer to share information and needs of outgoing fifth graders.

College and Career Readiness

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

not applicable

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

not applicable

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

not applicable

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

not applicable

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Wolf Lake Elementary will increase achievement in reading for the 2014-15 school year in grades 3, 4, and 5.

- G2.** Wolf Lake Elementary will increase achievement in math for the 2014-15 school year in grades 3, 4, and 5.

Strategic Goals Detail

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

G1. Wolf Lake Elementary will increase achievement in reading for the 2014-15 school year in grades 3, 4, and 5. **1a**

G035842

Targets Supported **1b**

Indicator	Annual Target
AMO Reading - ELL	63.0
AMO Reading - SWD	53.0

Resources Available to Support the Goal **2**

- Professional development component designed to train teachers to use student achievement data analysis to plan and deliver targeted instruction.
- Two technology labs provide learning opportunities for children.
- District-wide Measurement Topic Plans provide consistency of curricular scope and sequence.

Targeted Barriers to Achieving the Goal **3**

- Using data to diagnostically match academic instruction to the needs of individual children, while delivering those lessons in a manner that promotes learning gains, is challenging and complex.
- Increasing rigor while meeting changing standards is challenging and complex.
- Closing the academic gap for the ELL population is challenging.
- Closing the academic gap for the SWD population is challenging.

Plan to Monitor Progress Toward G1. **8**

Student achievement data, including Common Summative Assessments, Benchmark Exams, FSA and FAIR, will be monitored to determine if progress is being made toward the goal.

Person Responsible

Caroll Grimando

Schedule

Monthly, from 9/1/2014 to 6/3/2015

Evidence of Completion

Student achievement data, including Common Summative Assessments, Benchmark Exams, EOC's, FSA and FAIR, will be used to determine if progress is being made toward the goal.

G2. Wolf Lake Elementary will increase achievement in math for the 2014-15 school year in grades 3, 4, and 5. **1a**

G035843

Targets Supported **1b**

Indicator	Annual Target
AMO Math - SWD	51.0
AMO Math - ELL	71.0

Resources Available to Support the Goal **2**

- Professional development component designed to train teachers to use student achievement data analysis to plan and deliver targeted instruction.
- Two technology labs provide learning opportunities for children.
- District-wide Measurement Topic Plans provide consistency of curricular scope and sequence.

Targeted Barriers to Achieving the Goal **3**

- Using data to diagnostically match academic instruction to the needs of individual children, while delivering those lessons in a manner that promotes learning gains, is challenging and complex.
- Increasing rigor while implementing new FLCCSS is challenging and complex.
- Closing the academic gap for the ELL population is challenging.
- Closing the academic gap for the SWD population is challenging.

Plan to Monitor Progress Toward G2. **8**

Student achievement data, including Common Summative Assessments, Benchmark Exams, EOC's, and FSA, will be monitored to determine progress toward the goal.

Person Responsible

Caroll Grimando

Schedule

Monthly, from 9/1/2014 to 6/3/2015

Evidence of Completion

Student achievement data, including Common Summative Assessments, Benchmark Exams, EOC's, and FSA will all provide evidence that progress is being made toward the goal.

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. Wolf Lake Elementary will increase achievement in reading for the 2014-15 school year in grades 3, 4, and 5. **1**

 G035842

G1.B1 Using data to diagnostically match academic instruction to the needs of individual children, while delivering those lessons in a manner that promotes learning gains, is challenging and complex. **2**

 B085925

G1.B1.S1 Provide professional development in data analysis and instructional adaptation and delivery.

4

 S096624

Strategy Rationale

Data analysis and instructional adaptation and delivery allow teachers to best meet students' academic needs.

Action Step 1 **5**

Professional development in using the Journeys ancillary materials and Common Lesson Planning.

Person Responsible

Jaime Dozier

Schedule

On 12/12/2014

Evidence of Completion

Deliberate Practice Teacher Growth Plans, lesson plans, observation data, lesson study reflections

Action Step 2 5

Professional development and coaching in structuring the English/Language Arts instructional block.

Person Responsible

Caroll Grimando

Schedule

Weekly, from 8/8/2014 to 6/3/2015

Evidence of Completion

Lesson plans and IObservation data will demonstrate completion of this activity.

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

Monitor the use of data to diagnostically match academic instruction to the needs of individual children.

Person Responsible

Caroll Grimando

Schedule

Monthly, from 9/19/2014 to 6/3/2015

Evidence of Completion

Deliberate Practice Plans, lesson plan feedback documentation, and IObservation data will all monitor for effectiveness and fidelity in implementation.

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

Monitor diagnostic matching of student achievement data to instructional delivery and assessment.

Person Responsible

Caroll Grimando

Schedule

Monthly, from 9/19/2014 to 6/3/2015

Evidence of Completion

IObservation data, instructional coaching evidence through PLC minutes, Common Summative Assessment, EOC's, FSA, FAIR and Benchmark scores will all be used to monitor the program's effectiveness.

G1.B1.S2 Implement Common Summative Assessments to correlate with Measurement Topic Plans for each grade level. **4**

 S104467

Strategy Rationale

Common Summative Assessments will provide timely feedback on student progress toward mastering FLCCSS, guiding intervention and enrichment.

Action Step 1 **5**

Each Professional Learning Community will implement Common Summative Assessments correlated with Measurement Topic Plans to measure student academic achievement in a timely manner.

Person Responsible

Caroll Grimando

Schedule

Weekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Student scores from Performance Matters will be used to determine if Common Summative Assessments are being implemented with fidelity.

Action Step 2 **5**

Teachers will receive training and coaching in implementing the Wolf Lake Elementary School version of the new District-Wide Unit Planning template.

Person Responsible

Caroll Grimando

Schedule

Monthly, from 8/8/2014 to 6/3/2015

Evidence of Completion

Teacher lesson plans will document the implementation of the Wolf Lake Elementary School Unit Planning template.

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

Grade-level administrators will use Lesson Plans and Performance Matters to monitor implementation of Common Summative Assessments correlated with Measurement Topic Plans, in grades K-5.

Person Responsible

Caroll Grimando

Schedule

Biweekly, from 9/5/2014 to 6/3/2015

Evidence of Completion

Student scores from Performance Matters and teacher lesson plans will be used to determine if Common Summative Assessments, based on Measurement Topic Plans are being implemented with fidelity.

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

Lesson Plans will be monitored to ensure that the unit template is being implemented with fidelity.

Person Responsible

Caroll Grimando

Schedule

Biweekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Lesson Plans will demonstrate that the strategy is implemented with fidelity.

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

Administrators will work with Professional Learning Communities to ensure the effective implementation of Common Summative Assessments based on Measurement Topic Plans.

Person Responsible

Caroll Grimando

Schedule

Weekly, from 8/11/2014 to 6/3/2015

Evidence of Completion

Lesson Plans, IObservation data, PLC Meeting Minutes, and administrators' notes will be used to determine if Common Summative Assessments based on measurement Topic Plans are being implemented effectively.

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

Administrators will monitor lesson plans and work with teachers in Professional Learning Communities to implement the unit planning template.

Person Responsible

Caroll Grimando

Schedule

Biweekly, from 8/11/2014 to 6/3/2015

Evidence of Completion

Lesson Plans, IObservation data, PLC Meeting Minutes, and administrators' notes will be used to determine if the unit planning is implemented effectively.

G1.B2 Increasing rigor while meeting changing standards is challenging and complex. **2**

 B085926

G1.B2.S1 Provide professional development in FLCCSS, IObservation Design Question Four, EOC, FSA, and increasing rigor. **4**

 S096626

Strategy Rationale

The FLCCSS must be implemented with rigor to allow students to master content and to achieve academically.

Action Step 1 **5**

Provide professional development and coaching in FLCCSS, IObservation Design Question Four, EOC, FSA, and increasing rigor through the use of Professional Learning Community collaboration and IObservation feedback.

Person Responsible

Caroll Grimando

Schedule

Monthly, from 9/19/2014 to 6/3/2015

Evidence of Completion

Professional development documentation, lesson plans, student achievement data

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

Monitor implementation of FLCCSS, Design Question Four, and increased rigor in all grades.

Person Responsible

Caroll Grimando

Schedule

Monthly, from 9/19/2014 to 6/3/2015

Evidence of Completion

Lesson Plans, IObservation data, and PLC Meeting Minutes will document the monitoring of implementation.

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

Monitor student learning gains for correlation with FLCCSS and increased rigor.

Person Responsible

Caroll Grimando

Schedule

Monthly, from 9/19/2014 to 6/3/2015

Evidence of Completion

Common Summative Assessments, FAIR, EOC's, FSA, and Benchmark Test results will help determine if the action plan is being implemented with effectiveness.

G1.B2.S2 Provide training and coaching for teachers serving as instructional leaders. 4

 S105224

Strategy Rationale

Teachers are highly effective curriculum leaders because of their specialized knowledge and experience.

Action Step 1 5

Provide training and coaching for teachers serving as instructional leaders.

Person Responsible

Caroll Grimando

Schedule

On 1/23/2015

Evidence of Completion

Professional development records will demonstrate the completion of this activity.

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

IObservation Domain Four conferences will be used to monitor the implementation of teachers as instructional leaders.

Person Responsible

Caroll Grimando

Schedule

Semiannually, from 10/31/2014 to 4/30/2015

Evidence of Completion

Data collected in IObservation Domain Four conferences will be kept as evidence to demonstrate the action plan for the strategy was monitored and implemented with fidelity.

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

Professional Learning Community meetings will be monitored to ensure that teacher instructional leaders are facilitating the implementation of instructional standards.

Person Responsible

Caroll Grimando

Schedule

Weekly, from 8/11/2014 to 6/3/2015

Evidence of Completion

Professional Learning Community Meeting minutes and IObservation data will indicate the effectiveness of the work of teacher instructional leaders. Effectiveness will also be determined by examining student achievement data including Common Summative Assessment, Benchmark Tests, EOC's, FSA, and FAIR.

G1.B3 Closing the academic gap for the ELL population is challenging. 2

B088524

G1.B3.S1 Students in the ELL subgroup will be targeted for additional intervention time in the computer lab 4

S099269

Strategy Rationale

Students in the ELL subgroup have shown significant gaps in academic achievement at Wolf Lake Elementary School.

Action Step 1 5

Students in the ELL subgroup will be targeted for additional intervention in the computer lab.

Person Responsible

Caroll Grimando

Schedule

Monthly, from 9/19/2014 to 6/3/2015

Evidence of Completion

The ESOL Compliance Monitor will keep a schedule of the children served in the lab.

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

Accelerated Reader and Istation data will be used to monitor and support the fidelity of implementation for ELL students in the computer lab.

Person Responsible

Caroll Grimando

Schedule

Monthly, from 9/19/2014 to 6/3/2015

Evidence of Completion

Scores on Common Summative Assessments, Benchmark Tests, and FSA will be used to progress monitor ELL children receiving additional interventions.

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

Accelerated Reader and Istation assessments will be administered to monitor student progress.

Person Responsible

Caroll Grimando

Schedule

Monthly, from 9/19/2014 to 6/3/2015

Evidence of Completion

The list of ELL students receiving additional interventions in the computer lab will be updated as children progress out of this group and as new children enter this group. Common Summative Assessments and Benchmark Data will be monitored. Accelerated Reader, and Istation data will also be used to determine the academic progress of these students in reading.

G1.B3.S2 Students in the ELL subgroup will be targeted for extra assistance from parent volunteers. 4

 S110830

Strategy Rationale

Students in the ELL subgroup have shown significant gaps in academic achievement at Wolf Lake Elementary School.

Action Step 1 5

Parent volunteers will be trained to tutor ELL children using the "Six Minute Solution" program.

Person Responsible

Caroll Grimando

Schedule

Weekly, from 9/22/2014 to 6/3/2015

Evidence of Completion

Teacher documentation of the "Six Minutes Solution" program will be used to demonstrate completion of the activity.

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

The Intervention Teachers will assist classroom teachers and the ADDitions Coordinator in documenting the work of parent volunteers tutoring the ELL children.

Person Responsible

Caroll Grimando

Schedule

Monthly, from 9/15/2014 to 6/3/2015

Evidence of Completion

Classroom teachers' records and ADDitions volunteer logs will demonstrate program monitoring and fidelity of implementation.

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7

Common Summative Assessments, Benchmark, EOC, FSA, and FAIR Tests will be used to monitor and support the effectiveness of implementation.

Person Responsible

Caroll Grimando

Schedule

Biweekly, from 9/22/2014 to 6/3/2015

Evidence of Completion

Common Summative Assessments, Benchmark, EOC, FSA, and FAIR Tests will be monitored to determine the program's effectiveness.

G1.B3.S3 Children in the ELL subgroup will receive developmentally appropriate academic interventions and accommodations. 4

 S116575

Strategy Rationale

Children in the ELL subgroup will benefit from developmentally appropriate academic interventions and accommodations.

Action Step 1 5

Provide professional development in Academic Accommodation and Intervention Procedures and Requirements.

Person Responsible

Jennifer Dickmyer

Schedule

Every 6 Weeks, from 9/1/2014 to 6/3/2015

Evidence of Completion

MTSS documents and lesson plans will be collected to demonstrate completion of this activity.

Plan to Monitor Fidelity of Implementation of G1.B3.S3 6

The MTSS Coordinator will conference with teachers on a regular basis to monitor the fidelity of implementation of academic accommodation and intervention policies and procedures.

Person Responsible

Jennifer Dickmyer

Schedule

Every 6 Weeks, from 9/1/2014 to 6/3/2015

Evidence of Completion

MTSS support documents and lesson plans will record the fidelity of implementation.

Plan to Monitor Effectiveness of Implementation of G1.B3.S3 7

Student performance data will be monitored on an ongoing basis to determine the effectiveness of academic accommodation and intervention policies and procedures.

Person Responsible

Caroll Grimando

Schedule

Monthly, from 9/1/2014 to 6/3/2015

Evidence of Completion

Student achievement data, including Common Summative Assessments, Benchmark Exams, FAIR, EOC's and FSA will be used to determine if the strategy is being implemented with effectiveness.

G1.B4 Closing the academic gap for the SWD population is challenging. 2

 B091690

G1.B4.S1 Children in the SWD population will receive targeted, individualized academic assistance. 4

 S102590

Strategy Rationale

Children in the SWD population have specialized academic needs, as indicated on their Individualized Education Plans.

Action Step 1 5

Exceptional education teachers working with the SWD subgroup will provided specialized, targeted instruction.

Person Responsible

Caroll Grimando

Schedule

Daily, from 8/18/2014 to 6/3/2015

Evidence of Completion

Student assessment data including Common Summative Assessment, Benchmark, FSA, EOC, and FAIR test results will be used to measure student progress.

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

Exceptional education teachers working with the SWD subgroup will be monitored and coached to ensure that children are receiving needed services.

Person Responsible

Caroll Grimando

Schedule

Monthly, from 9/19/2014 to 6/3/2015

Evidence of Completion

Lesson plans, Professional Learning Community meeting minutes, and IObservation data will be used to monitor for fidelity of implementation.

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

Student achievement data, including Common Summative Assessments, Benchmark Exams, FSA and FAIR, will be monitored to determine instructional effectiveness.

Person Responsible

Caroll Grimando

Schedule

Monthly, from 9/19/2014 to 6/3/2015

Evidence of Completion

Student achievement data including Common Summative Assessment, Benchmark, EOC, FSA and FAIR test results will be used as evidence of effectiveness.

G1.B4.S2 Children in the SWD population will receive developmentally appropriate behavioral and academic interventions. **4**

 S116325

Strategy Rationale

Children in the SWD population will benefit from behavioral and academic support required by their Individual Education Plans.

Action Step 1 **5**

Provide classroom management professional development in Time to Teach.

Person Responsible

Kate Varell

Schedule

On 8/29/2014

Evidence of Completion

The trainer for this activity will archive the artifacts from this training. Staff Development points sheets will also be submitted.

Action Step 2 **5**

Provide professional development in Academic Accommodation and Intervention Procedures and Requirements.

Person Responsible

Jennifer Dickmyer

Schedule

Every 6 Weeks, from 9/1/2014 to 6/3/2015

Evidence of Completion

MTSS documents and lesson plans will be collected to demonstrate completion of this activity.

Plan to Monitor Fidelity of Implementation of G1.B4.S2 6

Discipline data, including referrals, will be monitored to support the fidelity of implementation

Person Responsible

Melody Tennis-Slotsve

Schedule

Daily, from 8/18/2014 to 6/3/2015

Evidence of Completion

Discipline data will be monitored daily to monitor strategy implementation and to check for fidelity.

Plan to Monitor Fidelity of Implementation of G1.B4.S2 6

The MTSS Coordinator will conference with teachers on a regular basis to monitor the fidelity of implementation of academic accommodations and intervention policies and procedures.

Person Responsible

Jennifer Dickmyer

Schedule

Every 6 Weeks, from 9/1/2014 to 6/3/2015

Evidence of Completion

MTSS support documents and lesson plans will record the fidelity of implementation.

Plan to Monitor Effectiveness of Implementation of G1.B4.S2 7

Staff members participating in Time to Teach will be surveyed to determine their perception of the program's value.

Person Responsible

Patricia Ius

Schedule

On 8/29/2014

Evidence of Completion

Survey information will be disaggregated to determine the program's effectiveness.

Plan to Monitor Effectiveness of Implementation of G1.B4.S2 7

Student performance data will be monitored on an ongoing basis to determine the effectiveness of academic accommodation and intervention policies and procedures.

Person Responsible

Caroll Grimando

Schedule

Monthly, from 9/15/2014 to 6/3/2015

Evidence of Completion

Student achievement data, including Common Summative Assessments, Benchmark Exams, EOC's, FSA and FAIR, will be used to determine if the strategy is being implemented with effectiveness.

G2. Wolf Lake Elementary will increase achievement in math for the 2014-15 school year in grades 3, 4, and 5.

1

 G035843

G2.B1 Using data to diagnostically match academic instruction to the needs of individual children, while delivering those lessons in a manner that promotes learning gains, is challenging and complex. 2

 B085927

G2.B1.S1 Provide professional development in data analysis and common lesson planning. 4

 S096627

Strategy Rationale

Data analysis and instructional adaptation and delivery allow teachers to better meet students' needs.

Action Step 1 5

Professional development in FLCCSS, Performance Matters, and Common Lesson Planning

Person Responsible

Schedule

On 9/16/2014

Evidence of Completion

Deliberate Practice Teacher Growth Plans, lesson plans, I/Observation data, lesson study reflections

Action Step 2 5

Professional development and coaching in structuring the mathematics instructional block

Person Responsible

Schedule

Weekly, from 8/8/2014 to 6/3/2015

Evidence of Completion

Deliberate Practice Teacher Growth Plans, Professional Learning Community Meeting minutes, Professional Development records

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

Monitor the use of data to diagnostically match academic instruction to the needs of individual children.

Person Responsible

Caroll Grimando

Schedule

Monthly, from 8/11/2014 to 6/3/2015

Evidence of Completion

Deliberate Practice Plans, lesson plan feedback documentation, IObservation data, lesson study reflections, and professional learning community minutes will all monitor for effectiveness and fidelity in implementation.

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

Monitor diagnostic matching of student achievement data to instructional delivery and assessment.

Person Responsible

Caroll Grimando

Schedule

Monthly, from 9/19/2014 to 6/3/2015

Evidence of Completion

IObservation data, instructional coaching evidence through PLC minutes, Common Summative Assessments, EOC's, FSA, FAIR and Benchmark scores will all be used to monitor the program's effectiveness.

G2.B1.S2 Implement Common Summative Assessments to correlate with Measurement Topic Plans for each grade level. 4

 S096628

Strategy Rationale

Common Summative Assessments will provide timely feedback on student progress toward mastering FLCCSS, guiding intervention and enrichment.

Action Step 1 5

Each Professional Learning Community will implement Common Summative Assessments correlated with Measurement Topic Plans to measure student academic achievement in a timely manner.

Person Responsible

Schedule

Weekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Professional development documentation, lesson plans

Action Step 2 5

Teachers will receive training and coaching in implementing the Wolf Lake Elementary version of the new District-Wide Unit Planning Template.

Person Responsible

Caroll Grimando

Schedule

Monthly, from 8/8/2014 to 6/3/2015

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Grade level administrators will use Lesson Plans and Performance Matters to monitor implementation of Common Summative Assessments correlated with Measurement Topic Plans in grades K-5.

Person Responsible

Caroll Grimando

Schedule

Biweekly, from 9/5/2014 to 6/3/2015

Evidence of Completion

Student scores from Performance Matters and teacher lesson plans will be used to determine if Common Summative Assessments, based on Measurement Topic Plans, are being implemented with fidelity.

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Lesson plans will be monitored to ensure that the unit planning template is being implemented with fidelity.

Person Responsible

Caroll Grimando

Schedule

Biweekly, from 9/5/2014 to 6/3/2015

Evidence of Completion

Lesson plans will demonstrate that unit planning is implemented with fidelity.

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Administrators will work with Professional Learning Communities to ensure the effective implementation of Common Summative Assessments based on Measurement Topic Plans.

Person Responsible

Caroll Grimando

Schedule

Weekly, from 8/11/2014 to 6/3/2015

Evidence of Completion

Lesson plans, IObservation data, PLC Meeting Minutes, and administrators' notes will be used to determine if unit planning is implemented effectively.

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Administrators will monitor lesson plans and work with teachers in Professional Learning Communities to implement the unit planning template.

Person Responsible

Caroll Grimando

Schedule

Biweekly, from 8/11/2014 to 6/3/2015

Evidence of Completion

Lesson plans, IObservation data, PLC meeting minutes, and administrators' notes will be used to determine if unit planning is implemented effectively.

G2.B2 Increasing rigor while implementing new FLCCSS is challenging and complex. 2

 B085928

G2.B2.S1 Provide professional development and coaching in FLCCSS, IObservation Design Question Four, EOC, FSA, and increasing rigor. 4

 S096629

Strategy Rationale

The FLCCSS must be implemented with rigor to allow students to master content and to achieve promotion.

Action Step 1 5

Provide professional development and coaching in FLCCSS, IObservation Design Question Four, EOC, FSA, and increasing rigor through the use of Professional Learning Community Collaboration and IObservation feedback.

Person Responsible

Caroll Grimando

Schedule

Quarterly, from 8/5/2014 to 8/7/2015

Evidence of Completion

Professional development documentation, lesson plans, student achievement data.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Monitor implementation of FLCCSS, IObservation Design Question Four, and increased rigor in all grades

Person Responsible

Caroll Grimando

Schedule

Biweekly, from 9/8/2014 to 6/3/2015

Evidence of Completion

Lesson Plans, IObservation Data and PLC meeting minutes will document the fidelity of implementation.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Monitor student learning gains for correlation with FLCCSS and increased rigor

Person Responsible

Caroll Grimando

Schedule

Monthly, from 9/19/2014 to 6/3/2015

Evidence of Completion

Common Summative Assessments, EOC's, FSA and Benchmark Tests will determine if the strategy is being effectively implemented.

G2.B2.S2 Provide training and coaching for teachers serving as instructional leaders. 4

 S123806

Strategy Rationale

Teachers are highly effective curriculum leaders because of their specialized knowledge and expertise.

Action Step 1 5

Provide training and coaching for teachers serving as instructional leaders.

Person Responsible

Caroll Grimando

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

IObservation Domain Four conferences will be used to monitor the fidelity of implementation of teachers as instructional leaders.

Person Responsible

Caroll Grimando

Schedule

Semiannually, from 10/31/2014 to 4/30/2015

Evidence of Completion

Data collected in IObservation Domain Four conferences will be kept as evidence to demonstrate the action plan for the strategy was monitored and implemented with fidelity.

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7

Professional Learning Community meetings will be monitored to ensure that teacher instructional leaders are facilitating the implementation of instructional standards.

Person Responsible

Caroll Grimando

Schedule

Weekly, from 8/11/2014 to 6/3/2015

Evidence of Completion

Professional Learning Community meeting minutes and IObservation data will indicate the effectiveness of the work of teacher instructional leaders. Effectiveness will also be determined by examining student achievement data including Common Summative Assessments, Benchmark Tests, EOC's, and FSA.

G2.B3 Closing the academic gap for the ELL population is challenging. 2

 B088525

G2.B3.S1 Students in the ELL subgroup will be targeted for additional intervention in the computer lab.

4

 S116324

Strategy Rationale

Students in the ELL subgroup have shown significant achievement gaps at Wolf Lake Elementary School.

Action Step 1 5

Students in the ELL subgroup will be targeted for additional intervention in the computer lab.

Person Responsible

Caroll Grimando

Schedule

Monthly, from 9/19/2014 to 6/3/2015

Evidence of Completion

The ESOL Compliance Monitor will keep a schedule of children served in the lab.

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Accelerated Reader and Istation data will be used to monitor and support the fidelity of implementation for ELL students in the computer lab.

Person Responsible

Caroll Grimando

Schedule

Monthly, from 9/19/2014 to 6/3/2015

Evidence of Completion

Scores on Common Summative Assessments, Benchmark Tests, EOC's and FSA will be used to progress monitor ELL children receiving additional interventions.

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Accelerated Reader and Istation assessments will be administered to monitor student progress.

Person Responsible

Caroll Grimando

Schedule

Monthly, from 9/19/2014 to 6/3/2015

Evidence of Completion

The list of ELL students receiving additional interventions in the computer lab will be updated. As children progress out of this group and as new children enter this group. Common Summative Assessments and Benchmark data will be monitored. Accelerated Reader and Istation data will also be used to determine the academic progress of these students in reading.

G2.B3.S2 Students in the ELL subgroup will be targeted for extra assistance from parent volunteers. 4

 S124881

Strategy Rationale

Students in the ELL subgroup have shown significant gaps in academic achievement at Wolf Lake Elementary School.

Action Step 1 5

Parent volunteers will be trained to tutor ELL children using the "Six Minute Solution" program to help children better understand word problems.

Person Responsible

Caroll Grimando

Schedule

Weekly, from 9/22/2014 to 6/3/2015

Evidence of Completion

Teacher documentation of the use of the program will be used as evidence of the activity's completion.

Plan to Monitor Fidelity of Implementation of G2.B3.S2 6

The Primary Grades Intervention Teacher will assist classroom teachers and the ADDitions Coordinator in documenting the work of parent volunteers tutoring the ELL children.

Person Responsible

Caroll Grimando

Schedule

Monthly, from 9/15/2014 to 6/3/2015

Evidence of Completion

Classroom teachers' records and ADDitions volunteer logs will demonstrate program monitoring and fidelity of implementation.

Plan to Monitor Effectiveness of Implementation of G2.B3.S2 7

Common Summative Assessment, Benchmark Test, EOC and FSA tests will be used to monitor and support the effectiveness of the program's implementation.

Person Responsible

Caroll Grimando

Schedule

Biweekly, from 9/22/2014 to 6/3/2015

Evidence of Completion

Common Summative Assessment, Benchmark, EOC, and FSA tests will be monitored to determine the program's effectiveness.

G2.B3.S3 Children in the ELL subgroup will receive developmentally appropriate academic interventions and accommodations. **4**

 S125388

Strategy Rationale

Students in the ELL subgroup have shown significant gaps in academic achievement at Wolf Lake Elementary School.

Action Step 1 **5**

Provide professional development in Academic Accommodation and Intervention Procedures and Requirements.

Person Responsible

Jennifer Dickmyer

Schedule

Every 6 Weeks, from 9/1/2014 to 6/3/2015

Evidence of Completion

MTSS documents and lesson plans will be collected to provide evidence of completion of this activity.

Plan to Monitor Fidelity of Implementation of G2.B3.S3 **6**

The MTSS Coordinator will conference with teachers on a regular basis to monitor the fidelity of implementation of academic accommodation and intervention policies and procedures.

Person Responsible

Jennifer Dickmyer

Schedule

Every 6 Weeks, from 9/1/2014 to 6/3/2015

Evidence of Completion

MTSS support documents and lesson plans will record the fidelity of implementation.

Plan to Monitor Effectiveness of Implementation of G2.B3.S3 7

Student performance data will be monitored on an ongoing basis to determine the effectiveness of academic accommodation and intervention policies and procedures.

Person Responsible

Caroll Grimando

Schedule

Monthly, from 9/1/2014 to 6/3/2015

Evidence of Completion

Student achievement data, including Common Summative Assessment, Benchmark, EOC, and FSA tests will be used to determine if the strategy is being implemented with effectiveness.

G2.B4 Closing the academic gap for the SWD population is challenging. 2

 B111885

G2.B4.S1 Children in the SWD population will receive targeted, individualized academic assistance. 4

 S125423

Strategy Rationale

Children in the SWD population have specialized academic needs, as indicated on their Individualized Education Plans.

Action Step 1 5

Exceptional education teachers working with the SWD subgroup will provide specialized, targeted instruction.

Person Responsible

Caroll Grimando

Schedule

Daily, from 8/18/2014 to 6/3/2015

Evidence of Completion

Student assessment data including Common Summative Assessment, Benchmark, EOS and FSA test results will be used to measure student progress.

Plan to Monitor Fidelity of Implementation of G2.B4.S1 6

Exceptional education teachers working with the SWD subgroup will be monitored and coached to ensure that children are receiving needed services.

Person Responsible

Caroll Grimando

Schedule

Monthly, from 9/19/2014 to 6/3/2015

Evidence of Completion

Lesson plans, Professional Learning Community meeting minutes, and IObservation data will be used to monitor for fidelity of implementation.

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 7

Student achievement data, including Common Summative Assessment, Benchmark, EOC, and FSA tests will be monitored to determine instructional effectiveness.

Person Responsible

Caroll Grimando

Schedule

Monthly, from 9/19/2014 to 6/3/2015

Evidence of Completion

Student achievement data, including Common Summative Assessment, Benchmark, EOC, and FSA tests will be used as evidence of completion.

G2.B4.S2 Children in the SWD subgroup will receive developmentally appropriate behavioral and academic interventions. 4

 S125437

Strategy Rationale

Children in the SWD population have specialized academic needs, as indicated on their Individualized Education Plans.

Action Step 1 5

Provide classroom management professional development in Time to Teach.

Person Responsible

Kate Varell

Schedule

Evidence of Completion

The trainer for this activity will archive artifacts for this training. Staff Development points sheets will also be submitted

Action Step 2 5

Provide professional development in Academic Accommodation and Intervention Procedures and Requirements

Person Responsible

Jennifer Dickmyer

Schedule

Every 6 Weeks, from 9/1/2014 to 6/3/2015

Evidence of Completion

MTSS documents and lesson plans will be collected to demonstrate completion of this activity.

Plan to Monitor Fidelity of Implementation of G2.B4.S2 6

Discipline data, including referrals, will be monitored to support the fidelity of implementation.

Person Responsible

Melody Tennis-Slotsve

Schedule

Daily, from 8/18/2014 to 6/3/2015

Evidence of Completion

Discipline data will be checked daily to monitor fidelity of the strategy's implementation.

Plan to Monitor Fidelity of Implementation of G2.B4.S2 6

The MTSS Coordinator will conference with teachers on a regular basis to monitor the fidelity of implementation of academic accommodations and intervention policies and procedures.

Person Responsible

Jennifer Dickmyer

Schedule

Every 6 Weeks, from 9/1/2014 to 6/3/2015

Evidence of Completion

MTSS support documents and lesson plans will record the fidelity of implementation.

Plan to Monitor Effectiveness of Implementation of G2.B4.S2 7

Staff members participating in Time to Teach will be surveyed to determine their perception of the program's value.

Person Responsible

Patricia Ius

Schedule

Evidence of Completion

Survey information will be disaggregated to determine the program's effectiveness.

Plan to Monitor Effectiveness of Implementation of G2.B4.S2 7

Student performance data will be monitored on an ongoing basis to determine the effectiveness of academic accommodation and intervention policies and procedures.

Person Responsible

Caroll Grimando

Schedule

Monthly, from 9/15/2014 to 6/3/2015

Evidence of Completion

Student achievement data, including Common Summative Assessment, Benchmark, EOC, and FSA test results will be used to determine if the strategy is being implemented with effectiveness.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Professional development in using the Journeys ancillary materials and Common Lesson Planning.	Dozier, Jaime	8/5/2014	Deliberate Practice Teacher Growth Plans, lesson plans, observation data, lesson study reflections	12/12/2014 one-time
G1.B2.S1.A1	Provide professional development and coaching in FLCCSS, IObservation Design Question Four, EOC, FSA, and increasing rigor through the use of Professional Learning Community collaboration and IObservation feedback.	Grimando, Caroll	9/19/2014	Professional development documentation, lesson plans, student achievement data	6/3/2015 monthly
G2.B1.S1.A1	Professional development in FLCCSS, Performance Matters, and Common Lesson Planning		8/11/2014	Deliberate Practice Teacher Growth Plans, lesson plans, IObservation data, lesson study reflections	9/16/2014 one-time
G2.B1.S2.A1	Each Professional Learning Community will implement Common Summative Assessments correlated with Measurement Topic Plans to measure student academic achievement in a timely manner.		8/18/2014	Professional development documentation, lesson plans	6/3/2015 weekly
G2.B2.S1.A1	Provide professional development and coaching in FLCCSS, IObservation Design Question Four, EOC, FSA, and increasing rigor through the use of Professional Learning Community Collaboration and IObservation feedback.	Grimando, Caroll	8/5/2014	Professional development documentation, lesson plans, student achievement data.	8/7/2015 quarterly
G1.B3.S1.A1	Students in the ELL subgroup will be targeted for additional intervention in the computer lab.	Grimando, Caroll	9/19/2014	The ESOL Compliance Monitor will keep a schedule of the children served in the lab.	6/3/2015 monthly
G1.B4.S1.A1	Exceptional education teachers working with the SWD subgroup will provided specialized, targeted instruction.	Grimando, Caroll	8/18/2014	Student assessment data including Common Summative Assessment, Benchmark, FSA, EOC, and FAIR test results will be used to measure student progress.	6/3/2015 daily

Orange - 1751 - Wolf Lake Elementary - 2014-15 SIP
Wolf Lake Elementary

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S2.A1	Each Professional Learning Community will implement Common Summative Assessments correlated with Measurement Topic Plans to measure student academic achievement in a timely manner.	Grimando, Caroll	8/18/2014	Student scores from Performance Matters will be used to determine if Common Summative Assessments are being implemented with fidelity.	6/3/2015 weekly
G1.B2.S2.A1	Provide training and coaching for teachers serving as instructional leaders.	Grimando, Caroll	10/1/2014	Professional development records will demonstrate the completion of this activity.	1/23/2015 one-time
G1.B3.S2.A1	Parent volunteers will be trained to tutor ELL children using the "Six Minute Solution" program.	Grimando, Caroll	9/22/2014	Teacher documentation of the "Six Minutes Solution" program will be used to demonstrate completion of the activity.	6/3/2015 weekly
G1.B4.S2.A1	Provide classroom management professional development in Time to Teach.	Varell, Kate	8/7/2014	The trainer for this activity will archive the artifacts from this training. Staff Development points sheets will also be submitted.	8/29/2014 one-time
G1.B3.S3.A1	Provide professional development in Academic Accommodation and Intervention Procedures and Requirements.	Dickmyer, Jennifer	9/1/2014	MTSS documents and lesson plans will be collected to demonstrate completion of this activity.	6/3/2015 every-6-weeks
G2.B2.S2.A1	Provide training and coaching for teachers serving as instructional leaders.	Grimando, Caroll	10/1/2014		one-time
G2.B3.S1.A1	Students in the ELL subgroup will be targeted for additional intervention in the computer lab.	Grimando, Caroll	9/19/2014	The ESOL Compliance Monitor will keep a schedule of children served in the lab.	6/3/2015 monthly
G2.B3.S2.A1	Parent volunteers will be trained to tutor ELL children using the "Six Minute Solution" program to help children better understand word problems.	Grimando, Caroll	9/22/2014	Teacher documentation of the use of the program will be used as evidence of the activity's completion.	6/3/2015 weekly
G2.B3.S3.A1	Provide professional development in Academic Accommodation and Intervention Procedures and Requirements.	Dickmyer, Jennifer	9/1/2014	MTSS documents and lesson plans will be collected to provide evidence of completion of this activity.	6/3/2015 every-6-weeks
G2.B4.S1.A1	Exceptional education teachers working with the SWD subgroup will provide specialized, targeted instruction.	Grimando, Caroll	8/18/2014	Student assessment data including Common Summative Assessment, Benchmark, EOS and FSA test results will be used to measure student progress.	6/3/2015 daily
G2.B4.S2.A1	Provide classroom management professional development in Time to Teach.	Varell, Kate	8/7/2014	The trainer for this activity will archive artifacts for this training. Staff Development points sheets will also be submitted	one-time
G2.B1.S1.A2	Professional development and coaching in structuring the mathematics instructional block		8/8/2014	Deliberate Practice Teacher Growth Plans, Professional Learning Community Meeting minutes, Professional Development records	6/3/2015 weekly
G1.B1.S2.A2	Teachers will receive training and coaching in implementing the Wolf Lake Elementary School version of the new District-Wide Unit Planning template.	Grimando, Caroll	8/8/2014	Teacher lesson plans will document the implementation of the Wolf Lake Elementary School Unit Planning template.	6/3/2015 monthly
G1.B4.S2.A2	Provide professional development in Academic Accommodation and Intervention Procedures and Requirements.	Dickmyer, Jennifer	9/1/2014	MTSS documents and lesson plans will be collected to demonstrate completion of this activity.	6/3/2015 every-6-weeks
G1.B1.S1.A2	Professional development and coaching in structuring the English/ Language Arts instructional block.	Grimando, Caroll	8/8/2014	Lesson plans and IObservation data will demonstrate completion of this activity.	6/3/2015 weekly
G2.B1.S2.A2	Teachers will receive training and coaching in implementing the Wolf	Grimando, Caroll	8/8/2014		6/3/2015 monthly

Orange - 1751 - Wolf Lake Elementary - 2014-15 SIP
Wolf Lake Elementary

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	Lake Elementary version of the new District-Wide Unit Planning Template.				
G2.B4.S2.A2	Provide professional development in Academic Accommodation and Intervention Procedures and Requirements	Dickmyer, Jennifer	9/1/2014	MTSS documents and lesson plans will be collected to demonstrate completion of this activity.	6/3/2015 every-6-weeks
G1.MA1	Student achievement data, including Common Summative Assessments, Benchmark Exams, FSA and FAIR, will be monitored to determine if progress is being made toward the goal.	Grimando, Caroll	9/1/2014	Student achievement data, including Common Summative Assessments, Benchmark Exams, EOC's, FSA and FAIR, will be used to determine if progress is being made toward the goal.	6/3/2015 monthly
G1.B1.S1.MA1	Monitor diagnostic matching of student achievement data to instructional delivery and assessment.	Grimando, Caroll	9/19/2014	IObservation data, instructional coaching evidence through PLC minutes, Common Summative Assessment, EOC's, FSA, FAIR and Benchmark scores will all be used to monitor the program's effectiveness.	6/3/2015 monthly
G1.B1.S1.MA1	Monitor the use of data to diagnostically match academic instruction to the needs of individual children.	Grimando, Caroll	9/19/2014	Deliberate Practice Plans, lesson plan feedback documentation, and IObservation data will all monitor for effectiveness and fidelity in implementation.	6/3/2015 monthly
G1.B2.S1.MA1	Monitor student learning gains for correlation with FLCCSS and increased rigor.	Grimando, Caroll	9/19/2014	Common Summative Assessments, FAIR, EOC's, FSA, and Benchmark Test results will help determine if the action plan is being implemented with effectiveness.	6/3/2015 monthly
G1.B2.S1.MA1	Monitor implementation of FLCCSS, Design Question Four, and increased rigor in all grades.	Grimando, Caroll	9/19/2014	Lesson Plans, IObservation data, and PLC Meeting Minutes will document the monitoring of implementation.	6/3/2015 monthly
G1.B3.S1.MA1	Accelerated Reader and Istation assessments will be administered to monitor student progress.	Grimando, Caroll	9/19/2014	The list of ELL students receiving additional interventions in the computer lab will be updated as children progress out of this group and as new children enter this group. Common Summative Assessments and Benchmark Data will be monitored. Accelerated Reader, and Istation data will also be used to determine the academic progress of these students in reading.	6/3/2015 monthly
G1.B3.S1.MA1	Accelerated Reader and Istation data will be used to monitor and support the fidelity of implementation for ELL students in the computer lab.	Grimando, Caroll	9/19/2014	Scores on Common Summative Assessments, Benchmark Tests, and FSA will be used to progress monitor ELL children receiving additional interventions.	6/3/2015 monthly
G1.B4.S1.MA1	Student achievement data, including Common Summative Assessments, Benchmark Exams, FSA and FAIR, will be monitored to determine instructional effectiveness.	Grimando, Caroll	9/19/2014	Student achievement data including Common Summative Assessment, Benchmark, EOC, FSA and FAIR test results will be used as evidence of effectiveness.	6/3/2015 monthly
G1.B4.S1.MA1	Exceptional education teachers working with the SWD subgroup will be monitored and coached to ensure that children are receiving needed services.	Grimando, Caroll	9/19/2014	Lesson plans, Professional Learning Community meeting minutes, and IObservation data will be used to monitor for fidelity of implementation.	6/3/2015 monthly
G1.B1.S2.MA1	Administrators will work with Professional Learning Communities to ensure the effective implementation of Common Summative Assessments based on Measurement Topic Plans.	Grimando, Caroll	8/11/2014	Lesson Plans, IObservation data, PLC Meeting Minutes, and administrators' notes will be used to determine if Common Summative Assessments based on measurement Topic Plans are being implemented effectively.	6/3/2015 weekly

Orange - 1751 - Wolf Lake Elementary - 2014-15 SIP
Wolf Lake Elementary

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S2.MA4	Administrators will monitor lesson plans and work with teachers in Professional Learning Communities to implement the unit planning template.	Grimando, Caroll	8/11/2014	Lesson Plans, IObservation data, PLC Meeting Minutes, and administrators' notes will be used to determine if the unit planning is implemented effectively.	6/3/2015 biweekly
G1.B1.S2.MA1	Grade-level administrators will use Lesson Plans and Performance Matters to monitor implementation of Common Summative Assessments correlated with Measurement Topic Plans, in grades K-5.	Grimando, Caroll	9/5/2014	Student scores from Performance Matters and teacher lesson plans will be used to determine if Common Summative Assessments, based on Measurement Topic Plans are being implemented with fidelity.	6/3/2015 biweekly
G1.B1.S2.MA3	Lesson Plans will be monitored to ensure that the unit template is being implemented with fidelity.	Grimando, Caroll	8/18/2014	Lesson Plans will demonstrate that the strategy is implemented with fidelity.	6/3/2015 biweekly
G1.B2.S2.MA1	Professional Learning Community meetings will be monitored to ensure that teacher instructional leaders are facilitating the implementation of instructional standards.	Grimando, Caroll	8/11/2014	Professional Learning Community Meeting minutes and IObservation data will indicate the effectiveness of the work of teacher instructional leaders. Effectiveness will also be determined by examining student achievement data including Common Summative Assessment, Benchmark Tests, EOC's, FSA, and FAIR.	6/3/2015 weekly
G1.B2.S2.MA1	IObservation Domain Four conferences will be used to monitor the implementation of teachers as instructional leaders.	Grimando, Caroll	10/31/2014	Data collected in IObservation Domain Four conferences will be kept as evidence to demonstrate the action plan for the strategy was monitored and implemented with fidelity.	4/30/2015 semiannually
G1.B3.S2.MA1	Common Summative Assessments, Benchmark, EOC, FSA, and FAIR Tests will be used to monitor and support the effectiveness of implementation.	Grimando, Caroll	9/22/2014	Common Summative Assessments, Benchmark, EOC, FSA, and FAIR Tests will be monitored to determine the program's effectiveness.	6/3/2015 biweekly
G1.B3.S2.MA1	The Intervention Teachers will assist classroom teachers and the ADDitions Coordinator in documenting the work of parent volunteers tutoring the ELL children.	Grimando, Caroll	9/15/2014	Classroom teachers' records and ADDitions volunteer logs will demonstrate program monitoring and fidelity of implementation.	6/3/2015 monthly
G1.B4.S2.MA1	Staff members participating in Time to Teach will be surveyed to determine their perception of the program's value.	Ius, Patricia	8/11/2014	Survey information will be disaggregated to determine the program's effectiveness.	8/29/2014 one-time
G1.B4.S2.MA4	Student performance data will be monitored on an ongoing basis to determine the effectiveness of academic accommodation and intervention policies and procedures.	Grimando, Caroll	9/15/2014	Student achievement data, including Common Summative Assessments, Benchmark Exams, EOC's, FSA and FAIR, will be used to determine if the strategy is being implemented with effectiveness.	6/3/2015 monthly
G1.B4.S2.MA1	Discipline data, including referrals, will be monitored to support the fidelity of implementation	Tennis-Slotsve, Melody	8/18/2014	Discipline data will be monitored daily to monitor strategy implementation and to check for fidelity.	6/3/2015 daily
G1.B4.S2.MA3	The MTSS Coordinator will conference with teachers on a regular basis to monitor the fidelity of implementation of academic accommodations and intervention policies and procedures.	Dickmyer, Jennifer	9/1/2014	MTSS support documents and lesson plans will record the fidelity of implementation.	6/3/2015 every-6-weeks
G1.B3.S3.MA1	Student performance data will be monitored on an ongoing basis to determine the effectiveness of academic accommodation and intervention policies and procedures.	Grimando, Caroll	9/1/2014	Student achievement data, including Common Summative Assessments, Benchmark Exams, FAIR, EOC's and FSA will be used to determine if the strategy is being implemented with effectiveness.	6/3/2015 monthly

Orange - 1751 - Wolf Lake Elementary - 2014-15 SIP
Wolf Lake Elementary

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B3.S3.MA1	The MTSS Coordinator will conference with teachers on a regular basis to monitor the fidelity of implementation of academic accommodation and intervention policies and procedures.	Dickmyer, Jennifer	9/1/2014	MTSS support documents and lesson plans will record the fidelity of implementation.	6/3/2015 every-6-weeks
G2.MA1	Student achievement data, including Common Summative Assessments, Benchmark Exams, EOC's, and FSA, will be monitored to determine progress toward the goal.	Grimando, Caroll	9/1/2014	Student achievement data, including Common Summative Assessments, Benchmark Exams, EOC's, and FSA will all provide evidence that progress is being made toward the goal.	6/3/2015 monthly
G2.B1.S1.MA1	Monitor diagnostic matching of student achievement data to instructional delivery and assessment.	Grimando, Caroll	9/19/2014	IObservation data, instructional coaching evidence through PLC minutes, Common Summative Assessments, EOC's, FSA, FAIR and Benchmark scores will all be used to monitor the program's effectiveness.	6/3/2015 monthly
G2.B1.S1.MA1	Monitor the use of data to diagnostically match academic instruction to the needs of individual children.	Grimando, Caroll	8/11/2014	Deliberate Practice Plans, lesson plan feedback documentation, IObservation data, lesson study reflections, and professional learning community minutes will all monitor for effectiveness and fidelity in implementation.	6/3/2015 monthly
G2.B2.S1.MA1	Monitor student learning gains for correlation with FLCCSS and increased rigor	Grimando, Caroll	9/19/2014	Common Summative Assessments, EOC's, FSA and Benchmark Tests will determine if the strategy is being effectively implemented.	6/3/2015 monthly
G2.B2.S1.MA1	Monitor implementation of FLCCSS, IObservation Design Question Four, and increased rigor in all grades	Grimando, Caroll	9/8/2014	Lesson Plans, IObservation Data and PLC meeting minutes will document the fidelity of implementation.	6/3/2015 biweekly
G2.B3.S1.MA1	Accelerated Reader and Istation assessments will be administered to monitor student progress.	Grimando, Caroll	9/19/2014	The list of ELL students receiving additional interventions in the computer lab will be updated. As children progress out of this group and as new children enter this group. Common Summative Assessments and Benchmark data will be monitored. Accelerated Reader and Istation data will also be used to determine the academic progress of these students in reading.	6/3/2015 monthly
G2.B3.S1.MA1	Accelerated Reader and Istation data will be used to monitor and support the fidelity of implementation for ELL students in the computer lab.	Grimando, Caroll	9/19/2014	Scores on Common Summative Assessments, Benchmark Tests, EOC's and FSA will be used to progress monitor ELL children receiving additional interventions.	6/3/2015 monthly
G2.B4.S1.MA1	Student achievement data, including Common Summative Assessment, Benchmark, EOC, and FSA tests will be monitored to determine instructional effectiveness.	Grimando, Caroll	9/19/2014	Student achievement data, including Common Summative Assessment, Benchmark, EOC, and FSA tests will be used as evidence of completion.	6/3/2015 monthly
G2.B4.S1.MA1	Exceptional education teachers working with the SWD subgroup will be monitored and coached to ensure that children are receiving needed services.	Grimando, Caroll	9/19/2014	Lesson plans, Professional Learning Community meeting minutes, and IObservation data will be used to monitor for fidelity of implementation.	6/3/2015 monthly
G2.B1.S2.MA1	Administrators will work with Professional Learning Communities to ensure the effective implementation of Common Summative Assessments based on Measurement Topic Plans.	Grimando, Caroll	8/11/2014	Lesson plans, IObservation data, PLC Meeting Minutes, and administrators' notes will be used to determine if unit planning is implemented effectively.	6/3/2015 weekly
G2.B1.S2.MA4	Administrators will monitor lesson plans and work with teachers in Professional	Grimando, Caroll	8/11/2014	Lesson plans, IObservation data, PLC meeting minutes, and administrators'	6/3/2015 biweekly

Orange - 1751 - Wolf Lake Elementary - 2014-15 SIP
Wolf Lake Elementary

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	Learning Communities to implement the unit planning template.			notes will be used to determine if unit planning is implemented effectively.	
G2.B1.S2.MA1	Grade level administrators will use Lesson Plans and Performance Matters to monitor implementation of Common Summative Assessments correlated with Measurement Topic Plans in grades K-5.	Grimando, Caroll	9/5/2014	Student scores from Performance Matters and teacher lesson plans will be used to determine if Common Summative Assessments, based on Measurement Topic Plans, are being implemented with fidelity.	6/3/2015 biweekly
G2.B1.S2.MA3	Lesson plans will be monitored to ensure that the unit planning template is being implemented with fidelity.	Grimando, Caroll	9/5/2014	Lesson plans will demonstrate that unit planning is implemented with fidelity.	6/3/2015 biweekly
G2.B2.S2.MA1	Professional Learning Community meetings will be monitored to ensure that teacher instructional leaders are facilitating the implementation of instructional standards.	Grimando, Caroll	8/11/2014	Professional Learning Community meeting minutes and IObservation data will indicate the effectiveness of the work of teacher instructional leaders. Effectiveness will also be determined by examining student achievement data including Common Summative Assessments, Benchmark Tests, EOC's, and FSA.	6/3/2015 weekly
G2.B2.S2.MA1	IObservation Domain Four conferences will be used to monitor the fidelity of implementation of teachers as instructional leaders.	Grimando, Caroll	10/31/2014	Data collected in IObservation Domain Four conferences will be kept as evidence to demonstrate the action plan for the strategy was monitored and implemented with fidelity.	4/30/2015 semiannually
G2.B3.S2.MA1	Common Summative Assessment, Benchmark Test, EOC and FSA tests will be used to monitor and support the effectiveness of the program's implementation.	Grimando, Caroll	9/22/2014	Common Summative Assessment, Benchmark, EOC, and FSA tests will be monitored to determine the program's effectiveness.	6/3/2015 biweekly
G2.B3.S2.MA1	The Primary Grades Intervention Teacher will assist classroom teachers and the ADDitions Coordinator in documenting the work of parent volunteers tutoring the ELL children.	Grimando, Caroll	9/15/2014	Classroom teachers' records and ADDitions volunteer logs will demonstrate program monitoring and fidelity of implementation.	6/3/2015 monthly
G2.B4.S2.MA1	Staff members participating in Time to Teach will be surveyed to determine their perception of the program's value.	Ius, Patricia	8/11/2014	Survey information will be disaggregated to determine the program's effectiveness.	one-time
G2.B4.S2.MA4	Student performance data will be monitored on an ongoing basis to determine the effectiveness of academic accommodation and intervention policies and procedures.	Grimando, Caroll	9/15/2014	Student achievement data, including Common Summative Assessment, Benchmark, EOC, and FSA test results will be used to determine if the strategy is being implemented with effectiveness.	6/3/2015 monthly
G2.B4.S2.MA1	Discipline data, including referrals, will be monitored to support the fidelity of implementation.	Tennis-Slotsve, Melody	8/18/2014	Discipline data will be checked daily to monitor fidelity of the strategy's implementation.	6/3/2015 daily
G2.B4.S2.MA2	The MTSS Coordinator will conference with teachers on a regular basis to monitor the fidelity of implementation of academic accommodations and intervention policies and procedures.	Dickmyer, Jennifer	9/1/2014	MTSS support documents and lesson plans will record the fidelity of implementation.	6/3/2015 every-6-weeks
G2.B3.S3.MA1	Student performance data will be monitored on an ongoing basis to determine the effectiveness of academic accommodation and intervention policies and procedures.	Grimando, Caroll	9/1/2014	Student achievement data, including Common Summative Assessment, Benchmark, EOC, and FSA tests will be used to determine if the strategy is being implemented with effectiveness.	6/3/2015 monthly
G2.B3.S3.MA1	The MTSS Coordinator will conference with teachers on a regular basis to monitor the fidelity of implementation of academic accommodation and intervention policies and procedures.	Dickmyer, Jennifer	9/1/2014	MTSS support documents and lesson plans will record the fidelity of implementation.	6/3/2015 every-6-weeks

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Wolf Lake Elementary will increase achievement in reading for the 2014-15 school year in grades 3, 4, and 5.

G1.B1 Using data to diagnostically match academic instruction to the needs of individual children, while delivering those lessons in a manner that promotes learning gains, is challenging and complex.

G1.B1.S1 Provide professional development in data analysis and instructional adaptation and delivery.

PD Opportunity 1

Professional development in using the Journeys ancillary materials and Common Lesson Planning.

Facilitator

School-based Leadership Team

Participants

All instructional personnel

Schedule

On 12/12/2014

PD Opportunity 2

Professional development and coaching in structuring the English/Language Arts instructional block.

Facilitator

Jamie Dozier

Participants

Grade Level Professional Learning Communities

Schedule

Weekly, from 8/8/2014 to 6/3/2015

G1.B1.S2 Implement Common Summative Assessments to correlate with Measurement Topic Plans for each grade level.

PD Opportunity 1

Each Professional Learning Community will implement Common Summative Assessments correlated with Measurement Topic Plans to measure student academic achievement in a timely manner.

Facilitator

Leadership Team

Participants

All Faculty in Grades K-5

Schedule

Weekly, from 8/18/2014 to 6/3/2015

PD Opportunity 2

Teachers will receive training and coaching in implementing the Wolf Lake Elementary School version of the new District-Wide Unit Planning template.

Facilitator

Administrative Team.

Participants

All instructional staff.

Schedule

Monthly, from 8/8/2014 to 6/3/2015

G1.B2 Increasing rigor while meeting changing standards is challenging and complex.

G1.B2.S1 Provide professional development in FLCCSS, IObservation Design Question Four, EOC, FSA, and increasing rigor.

PD Opportunity 1

Provide professional development and coaching in FLCCSS, IObservation Design Question Four, EOC, FSA, and increasing rigor through the use of Professional Learning Community collaboration and IObservation feedback.

Facilitator

School-Based Leadership Team

Participants

Instructional Personnel

Schedule

Monthly, from 9/19/2014 to 6/3/2015

G1.B2.S2 Provide training and coaching for teachers serving as instructional leaders.

PD Opportunity 1

Provide training and coaching for teachers serving as instructional leaders.

Facilitator

Caroll Grimando

Participants

Select Faculty Members

Schedule

On 1/23/2015

G1.B3 Closing the academic gap for the ELL population is challenging.

G1.B3.S2 Students in the ELL subgroup will be targeted for extra assistance from parent volunteers.

PD Opportunity 1

Parent volunteers will be trained to tutor ELL children using the "Six Minute Solution" program.

Facilitator

Beverly Torrance & Chrystal LaVoie

Participants

Parent volunteers and select staff.

Schedule

Weekly, from 9/22/2014 to 6/3/2015

G1.B3.S3 Children in the ELL subgroup will receive developmentally appropriate academic interventions and accommodations.

PD Opportunity 1

Provide professional development in Academic Accommodation and Intervention Procedures and Requirements.

Facilitator

Jennifer Dickmyer

Participants

Grade Level Professional Learning Communities

Schedule

Every 6 Weeks, from 9/1/2014 to 6/3/2015

G1.B4 Closing the academic gap for the SWD population is challenging.

G1.B4.S2 Children in the SWD population will receive developmentally appropriate behavioral and academic interventions.

PD Opportunity 1

Provide classroom management professional development in Time to Teach.

Facilitator

Kate Varell

Participants

Classified and Instructional Staff

Schedule

On 8/29/2014

PD Opportunity 2

Provide professional development in Academic Accommodation and Intervention Procedures and Requirements.

Facilitator

Jennifer Dickmyer

Participants

Grade Level Professional Learning Communities.

Schedule

Every 6 Weeks, from 9/1/2014 to 6/3/2015

G2. Wolf Lake Elementary will increase achievement in math for the 2014-15 school year in grades 3, 4, and 5.

G2.B1 Using data to diagnostically match academic instruction to the needs of individual children, while delivering those lessons in a manner that promotes learning gains, is challenging and complex.

G2.B1.S1 Provide professional development in data analysis and common lesson planning.

PD Opportunity 1

Professional development in FLCCSS, Performance Matters, and Common Lesson Planning

Facilitator

School-Based Leadership Team

Participants

All Instructional Personnel

Schedule

On 9/16/2014

PD Opportunity 2

Professional development and coaching in structuring the mathematics instructional block

Facilitator

School-based Leadership Team

Participants

All Instructional Staff

Schedule

Weekly, from 8/8/2014 to 6/3/2015

G2.B1.S2 Implement Common Summative Assessments to correlate with Measurement Topic Plans for each grade level.

PD Opportunity 1

Each Professional Learning Community will implement Common Summative Assessments correlated with Measurement Topic Plans to measure student academic achievement in a timely manner.

Facilitator

School-Based Leadership Team

Participants

Instructional Personnel

Schedule

Weekly, from 8/18/2014 to 6/3/2015

PD Opportunity 2

Teachers will receive training and coaching in implementing the Wolf Lake Elementary version of the new District-Wide Unit Planning Template.

Facilitator

School-based Leadership Team

Participants

All Instructional Staff

Schedule

Monthly, from 8/8/2014 to 6/3/2015

G2.B2 Increasing rigor while implementing new FLCCSS is challenging and complex.

G2.B2.S1 Provide professional development and coaching in FLCCSS, IObservation Design Question Four, EOC, FSA, and increasing rigor.

PD Opportunity 1

Provide professional development and coaching in FLCCSS, IObservation Design Question Four, EOC, FSA, and increasing rigor through the use of Professional Learning Community Collaboration and IObservation feedback.

Facilitator

School-Based Leadership Team

Participants

Instructional Personnel

Schedule

Quarterly, from 8/5/2014 to 8/7/2015

G2.B2.S2 Provide training and coaching for teachers serving as instructional leaders.

PD Opportunity 1

Provide training and coaching for teachers serving as instructional leaders.

Facilitator

School-based Leadership Team

Participants

Select instructional staff

Schedule

G2.B3 Closing the academic gap for the ELL population is challenging.

G2.B3.S3 Children in the ELL subgroup will receive developmentally appropriate academic interventions and accommodations.

PD Opportunity 1

Provide professional development in Academic Accommodation and Intervention Procedures and Requirements.

Facilitator

Jennifer Dickmyer

Participants

Grade Level Professional Learning Communities

Schedule

Every 6 Weeks, from 9/1/2014 to 6/3/2015

G2.B4 Closing the academic gap for the SWD population is challenging.

G2.B4.S2 Children in the SWD subgroup will receive developmentally appropriate behavioral and academic interventions.

PD Opportunity 1

Provide classroom management professional development in Time to Teach.

Facilitator

Kate Varell

Participants

Classified and Instructional Staff

Schedule

PD Opportunity 2

Provide professional development in Academic Accommodation and Intervention Procedures and Requirements

Facilitator

Jennifer Dickmyer

Participants

Instructional Staff.

Schedule

Every 6 Weeks, from 9/1/2014 to 6/3/2015

Technical Assistance Items

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

Budget Rollup

Summary	
Description	Total
Grand Total	0