

# Marion Oaks Elementary School



2014-15 School Improvement Plan

## Marion Oaks Elementary School

280 MARION OAKS TRL, Ocala, FL 34473

[ no web address on file ]

### School Demographics

**School Type**

Elementary

**Title I**

Yes

**Free/Reduced Price Lunch**

49%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

60%

### School Grades History

**Year**

2013-14

2012-13

2011-12

2010-11

**Grade**

C

D

C

C

### School Board Approval

This plan is pending approval by the Marion County School Board.

### SIP Authority and Template

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

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>.

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify 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	2	<a href="#">Wayne Green</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

Through continuous cooperation, collaboration, and camaraderie, Marion Oaks Elementary School's students will become independent learners in an ever-changing, global society.

##### **Provide the school's vision statement**

The relationship between students and teachers at Marion Oaks Elementary School is one of mutual trust and respect, creating a secure environment where all students learn and grow socially, emotionally, academically, physically, artistically, and culturally. We will continue to create an inclusive learning environment which is centered around students, guided by teachers, and supported by home and community.

#### School Environment

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

Marion Oaks Elementary School (MOES) is considered to be an outlying school from the downtown Ocala area due to the location of the school. Because of this, most employees live in the community within a few miles of the school. This allows for staff, parents, and students to build a relationship and learn about each other's cultures.

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

MOES is a Positive Behavior System (PBS) school, where students receive incentives and rewards for positive behavior. Students demonstrating negative or inappropriate behavior are either suspended or sent to PASS (positive alternative to school suspension). The PBS program at the school is evident before, during, and after school, maintaining a safe and respectful environment while students are on campus.

##### **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**

MOES is a PBS school. Training for staff members, as well as specific and clear expectations for all areas of the school are a requirement. Our staff is trained at the beginning of the year by our dean of students, and monthly meetings are held to make improvements to the program. Parent communication is key to the success of our PBS program. Teachers communicate with parents at the onset of misbehaviors, giving parents an opportunity to support the school by reinforcing the expectations at home. Within a two week period, if a student exhibits the same type of misbehavior, the student receives a referral. The consequence of the referral is either out of school suspension or PASS.

##### **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**



Behavior units at our school have a social skills instruction built into it. In addition, the guidance counselor has limited time, but meets with individual students to counsel them on social-emotional needs. The dean refers students to the guidance counselor for mentoring or counseling when appropriate.

## 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

The following data is pulled from Performance Matters:

- Attendance
- Suspensions
- Course Failure
- Level 1 score on statewide assessments
- Retentions
- Behavior
- GPA
- Mobility

### 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	44	56	49	42	34	2	227
One or more suspensions	2	2	1	5	3	2	15
Course failure in ELA or Math	11	17	16	22	6	16	88
Level 1 on statewide assessment	0	0	0	12	30	24	66

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

Indicator	Grade Level				Total
	K	1	3	4	
Students exhibiting two or more indicators	2	1	6	1	10

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

Attendance - child study meetings  
 Behavior/Suspensions - PBS/ PASS (instead of out of school suspensions)  
 Academics - intervention programs based on student needs (Corrective Reading, Reading Mastery, EIR, Read Naturally, etc.) which are monitored and adjusted as needed  
 Academics - MTSS process, which moves students in tiers based on need and monitoring of progress

## 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?**

Yes

**PIP Link**

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/198558>.

**Description**

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

**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**

MOES has a PTO (Parent/Teacher Organization) which builds relationships with the community by asking for support to the school. There are two local businesses that host spirit nights to support the school.

**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
Smallridge, Gary	Principal
Robledo, Natalia	Assistant Principal
Gallagher, Teresa	Guidance Counselor
Hollenbeck, Helyn	Dean
McCamley, Amie	Instructional Coach
McNulty, Jason	Teacher, K-12
Miller, Rebecca	Instructional Coach
Moyer, Scott	Dean

**Duties**

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

Members of the school leadership include the following staff: dean, ESE dean, reading coach, math coach, intervention teacher, and guidance counselor. As a team, we meet weekly to discuss concerns, provide updates, make decisions, and discuss coaching opportunities. The principal and assistant principal serve as instructional coaches for the teachers. Classroom walkthroughs are conducted and feedback is provided to teachers to enhance teaching and learning. Shared decision making is done with the leadership team during leadership meetings, and with

teachers through faculty meetings, data meetings, and/or grade level meetings. Decisions are also made during the problem solving team meetings and tier talks.

***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***

At the end of the school year, the reading coach provided a reading screening for students in order to provide students with the necessary intervention. Student data was also reviewed for interventions in math by the intervention teacher. Students were grouped in classes by reading needs, according to the screening, based on what intervention program would most benefit them (Corrective Reading B1, CRB2, Reading Mastery, etc.). We aligned our resources, both materials and personnel, to where the needs were. A schedule was created to ensure adequate personnel were available to the students. Every decision made spins around the reading and math interventions being provided.

Federal funds are providing for an additional teacher in 4th grade, who is assigned two reading groups. In essence, this teacher will be providing differentiated instruction to approximately one third of our 4th grade students. In addition, funds are providing for a math intervention teacher who analyzes data, coordinates math interventions, supervises and trains paraprofessionals on math interventions, and facilitates math intervention groups himself. Moreover, federal funds provide four intervention paras (two district funded and two school funded) who provide interventions in math and/or reading.

Inventory of materials are kept through the reading coach for reading and math intervention teacher for math. Teachers and paraprofessionals needing materials communicate with the reading coach and intervention teacher. Resources are kept either through Destiny, a district, online inventory program, or manually inventoried by the responsible party. The decision on how and when to apply the resources are determined in the leadership meetings, MTSS process, and problem solving meetings.

### **School Advisory Council (SAC)**

#### **Membership**

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

Name	Stakeholder Group
Smallridge, Gary	Principal
Woolson, Susan	Teacher
Crow, Phyllis	Teacher
Dannels, Tracey	Teacher
Hall, Jason	Business/Community
Heller, Sandra	Teacher
Mercadante, Candace	Teacher
Robledo, Natalia	Principal
Hottes, Kathryn	Parent
Reed, Michelle	Parent
Ally, Sabita	Parent
Brown, Edwin	Parent
Faucher, Nancy	Parent
Beckham, Quincy	Parent
Eskritt, Lori	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 reviewed last year's school improvement plan, along with last year's student performance, and helped develop this school year's school improvement plan.

*Development of this school improvement plan*

The SAC had input on how to spend the school's title I funds to support the school and its areas of weakness. There were only 35% of our current 4th grade students proficient in ELA and math; therefore, the committee chose to pay for an additional teacher in 4th grade who is a reading specialist. The committee also chose to hire intervention paras and a math intervention teacher.

*Preparation of the school's annual budget and plan*

SAC reviewed last year's budget along with last year's SIP and helped prepare this year's title I budget, which supports the goals of the 2014-2015 school improvement plan.

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

School improvement funds were not allocated for the 2013-2014 school 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
Miller, Rebecca	Instructional Coach
Moyer, Scott	Dean

### Duties

#### ***Describe how the LLT promotes literacy within the school***

The Literacy Leadership Team (LLT) promotes literacy by sharing teacher perspective, sharing ideas, and determining goals and needs of the school, as needed. Research-based strategies are shared and practiced, and then discussions and feedback is provided at meetings.

### 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**

Collaborative planning is provided to teachers during the day and after school. The leaders of the school encourage positive working relationships between teachers by setting the example. During collaborative planning, teachers are encouraged to listen to each other, share ideas, and work together as a team.

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

MOES provides ongoing on-site professional development on a variety of topics. All teachers are assigned to a grade level and/or department team that meets bi-weekly to provide support. Faculty meetings are provided twice a month to give information, provide staff development, answer questions, etc. The reading and math coach provide assistance and support as needed.

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

Teachers who are new to MOES are placed on grade level teams that meet at least monthly to share important information and policies. Each grade level has a team leader, who have been chosen based on demonstrated skill proficiency, who can assist new teachers on the team. In addition, a veteran teacher is assigned as a mentor to a new, first year teacher.

### 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 use the Marion County curriculum maps, along with the core instructional programs, which are aligned to Florida's standards. Teachers are trained on using the curriculum maps, core curriculum, and supplemental materials yearly, and follow-up training is provided by the reading and math coach. The reading and math coach walk through the classrooms observing core instruction, and use a fidelity checklist to provide feedback.

## 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***

MOES reviews data from multiple sources on a monthly basis (or more frequently when needed) to monitor the progress of students. Data indicates students' growth both in tier 1 instruction and in any and all interventions that students have been receiving. At the end of the 2013-2014 school year, students were screened with a reading assessment to determine which intervention would be most appropriate for the upcoming school year. Teachers are differentiating instruction in their classrooms, especially during their centers time, where interventions are being provided. Intervention paraprofessionals, intervention teacher, ESE paraprofessionals, ESE support teachers, and select general teachers have been trained on interventions being used in the classrooms. As data is reviewed, students can change groups or receive different interventions if needed.

***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:** 0

We do not have an extended learning time.

***Strategy Rationale***

N/A

***Strategy Purpose(s)***

""

***Person(s) responsible for monitoring implementation of the strategy***

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

N/A

## 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***

MOES currently houses three Voluntary Prekindergarten Programs for developmentally delayed students, as well as one Title One VPK program. Communication between kindergarten and Pre-K occurs regularly. Articulation meetings are held towards the end of the year. These meetings may consist of the student, parents, compliance specialist, school psychologist, principal, assistant principal, regular education teacher, ESE teacher, and/or guidance counselor.

Fifth grade students are invited to participate in a field trip to the middle school to become acquainted with the new school. The principal of the middle school usually provides a tour of the school, shares expectations, describes programs that are available, answers questions, and provides support to the students.

## 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***

N/A

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

N/A

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

N/A

***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***

N/A

## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** If we utilize school resources efficiently (both personnel and programs) in reading and math, then student achievement will increase.
- G2.** If we continue to increase basic skills and comprehension, by utilizing differentiated instruction, then student achievement will increase.

## 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.** If we utilize school resources efficiently (both personnel and programs) in reading and math, then student achievement will increase. 1a

G045005

**Targets Supported** 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	70.0

**Resources Available to Support the Goal** 2

- Two trained intervention paraprofessionals dedicated to assisting teachers and students with interventions in reading and math.
- ESOL and ESE paraprofessionals, as well as ESE support teachers and select general education teachers have been trained on interventions, and are providing these interventions to students on a daily basis.
- A title one funded teacher has been placed as a 4th grade teacher to help with class size, as well as to provide intervention for students who need extra support.
- Intervention kits and materials have been provided to us to use with students in need (RM, EIR, CR).
- There is significant time available for all students to receive intervention in deficient skills.
- Teachers will be able to use the Acaletics Quick Pics in grades 3-5 to enhance learning in math.
- A title one funded intervention teacher is being used to provide math interventions to students, as well as train and supervise intervention paras.

**Targeted Barriers to Achieving the Goal** 3

- Class size can be a barrier. Now that class size is based on grade level average (K-3, 4-5), some classes may have more students than the class size ratio.

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

Review quarterly reports on Performance Matters

**Person Responsible**

Natalia Robledo

**Schedule**

Quarterly, from 8/29/2014 to 6/3/2015

**Evidence of Completion**

Exectutive Director's Report given to principal.

**G2.** If we continue to increase basic skills and comprehension, by utilizing differentiated instruction, then student achievement will increase. 1a

G044698

**Targets Supported** 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	51.0
FSA - Mathematics - Proficiency Rate	56.0

**Resources Available to Support the Goal** 2

- Two trained intervention paraprofessionals dedicated to assisting teachers and students with interventions in reading and math.
- ESOL and ESE paraprofessionals, as well as ESE support teachers and select general education teachers have been trained on interventions, and are providing these interventions to students on a daily basis.
- A title one funded teacher has been placed as a 4th grade teacher to help with class size, as well as to provide intervention for students who need extra support.
- Intervention kits and materials have been provided to us to use with students in need (RM, EIR, CR).
- There is significant time available for all students to receive intervention in deficient skills.
- Teachers will be able to use the Acaletics Quick Pics in grades 3-5 to enhance learning in math.
- A title one funded intervention teacher is being used to provide math interventions to students, as well as train and supervise intervention paras.

**Targeted Barriers to Achieving the Goal** 3

- MOES teachers are not fully versed in differentiated instruction. Teachers need more trainings on how to effectively utilize differentiated instruction to meet the needs of students.

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

Administration will review and analyze data from a variety of sources to determine if goal can be reached.

**Person Responsible**

Gary Smallridge

**Schedule**

Every 6 Weeks, from 9/8/2014 to 6/3/2015

**Evidence of Completion**

FSA, AIMSweb, Learning checks, LEOCE (end of the year only)

## 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.** If we utilize school resources efficiently (both personnel and programs) in reading and math, then student achievement will increase. **1**

 **G045005**

**G1.B7** Class size can be a barrier. Now that class size is based on grade level average (K-3, 4-5), some classes may have more students than the class size ratio. **2**

 **B111019**

**G1.B7.S1** Students in the bottom 25% will be scheduled in smaller class sizes than the class size ratio. **4**

 **S122469**

### Strategy Rationale

Give more one on one and small group time with students that need more assistance in learning.

### Action Step 1 **5**

Work with administrative team in scheduling the lowest 25% and screening new students that may need the same support as they register at MOES.

### Person Responsible

Natalia Robledo

### Schedule

Daily, from 8/29/2014 to 6/3/2015

### Evidence of Completion

New student registration screenings and class rosters.

**Plan to Monitor Fidelity of Implementation of G1.B7.S1** 6

Follow up with Guidance Counselor to look for new registration screenings.

**Person Responsible**

Natalia Robledo

**Schedule**

Monthly, from 8/29/2014 to 6/3/2015

***Evidence of Completion***

New student registration screenings and class rosters.

**Plan to Monitor Effectiveness of Implementation of G1.B7.S1** 7

Monitor bottom quartile scores compared to grade level scores and peers.

**Person Responsible**

Natalia Robledo

**Schedule**

Quarterly, from 8/29/2014 to 6/3/2015


***Evidence of Completion***

Performance Matters - Executive Director's Reports


**G2.** If we continue to increase basic skills and comprehension, by utilizing differentiated instruction, then student achievement will increase. 1

 G044698

**G2.B5** MOES teachers are not fully versed in differentiated instruction. Teachers need more trainings on how to effectively utilize differentiated instruction to meet the needs of students. 2

 B110137

**G2.B5.S2** Provide support to teachers by pushing in interventions done by other staff members to help with differentiated instruction. 4

 S121677

### Strategy Rationale

By utilizing other staff members during the centers time, differentiated instruction will occur naturally.

### Action Step 1 5

Provide support to teachers by providing interventions and staff to help with interventions, thus providing differentiated instruction.

#### Person Responsible

Gary Smallridge

#### Schedule

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

#### Evidence of Completion

Differentiated instruction will be evident in lesson plans, intervention data notebooks, fidelity checklists, and assessments.

### Plan to Monitor Fidelity of Implementation of G2.B5.S2 6

Administration will monitor fidelity of interventions.

#### Person Responsible

Gary Smallridge

#### Schedule

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

#### Evidence of Completion

Data notebook checks, lesson plan checks

**Plan to Monitor Effectiveness of Implementation of G2.B5.S2 7**

Administration will review and analyze the data from various assessments to determine effectiveness of interventions. Monitor that trainings are completed as planned.

**Person Responsible**

Gary Smallridge

**Schedule**

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

**Evidence of Completion**

Data from Performance Matters and AIMSweb, completion of training/sign in sheets

## 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
G2.B5.S2.A1	Provide support to teachers by providing interventions and staff to help with interventions, thus providing differentiated instruction.	Smallridge, Gary	9/8/2014	Differentiated instruction will be evident in lesson plans, intervention data notebooks, fidelity checklists, and assessments.	6/3/2015 daily
G1.B7.S1.A1	Work with administrative team in scheduling the lowest 25% and screening new students that may need the same support as they register at MOES.	Robledo, Natalia	8/29/2014	New student registration screenings and class rosters.	6/3/2015 daily
G1.MA1	Review quarterly reports on Performance Matters	Robledo, Natalia	8/29/2014	Executive Director's Report given to principal.	6/3/2015 quarterly
G1.B7.S1.MA1	Monitor bottom quartile scores compared to grade level scores and peers.	Robledo, Natalia	8/29/2014	Performance Matters - Executive Director's Reports	6/3/2015 quarterly
G1.B7.S1.MA1	Follow up with Guidance Counselor to look for new registration screenings.	Robledo, Natalia	8/29/2014	New student registration screenings and class rosters.	6/3/2015 monthly
G2.MA1	Administration will review and analyze data from a variety of sources to determine if goal can be reached.	Smallridge, Gary	9/8/2014	FSA, AIMSweb, Learning checks, LEOCE (end of the year only)	6/3/2015 every-6-weeks
G2.B5.S2.MA1	Administration will review and analyze the data from various assessments to determine effectiveness of interventions. Monitor that trainings are completed as planned.	Smallridge, Gary	9/8/2014	Data from Performance Matters and AIMSweb, completion of training/sign in sheets	6/3/2015 monthly
G2.B5.S2.MA1	Administration will monitor fidelity of interventions.	Smallridge, Gary	9/8/2014	Data notebook checks, lesson plan checks	6/3/2015 monthly

## 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.*

**G2.** If we continue to increase basic skills and comprehension, by utilizing differentiated instruction, then student achievement will increase.

**G2.B5** MOES teachers are not fully versed in differentiated instruction. Teachers need more trainings on how to effectively utilize differentiated instruction to meet the needs of students.

**G2.B5.S2** Provide support to teachers by pushing in interventions done by other staff members to help with differentiated instruction.

### PD Opportunity 1

Provide support to teachers by providing interventions and staff to help with interventions, thus providing differentiated instruction.

#### Facilitator

District PD for EIR, RM, and CR

#### Participants

Select teachers and paraprofessionals.

#### Schedule

Daily, from 9/8/2014 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
<b>Goal 2:</b> If we continue to increase basic skills and comprehension, by utilizing differentiated instruction, then student achievement will increase.	155,000
<b>Grand Total</b>	<b>155,000</b>

### Goal 2: If we continue to increase basic skills and comprehension, by utilizing differentiated instruction, then student achievement will increase.

Description	Source	Total
<b>B5.S2.A1</b> - Intervention paraprofessionals (2)	Title I Part A	45,864
<b>B5.S2.A1</b> - Intervention teacher (1)	Title I Part A	51,905
<b>B5.S2.A1</b> - Additional reading teacher in 4th grade (1)	Title I Part A	57,231
<b>Total Goal 2</b>		<b>155,000</b>