# Romeo Elementary School



## 2014-15 School Improvement Plan

# Romeo Elementary School

19550 SW 36TH ST, Dunnellon, FL 34431

[ no web address on file ]

## School Demographics

| School Type | Title I | Free/Reduced Price Lunch |
|:---:|:---:|:---:|
| Elementary | Yes | 57% |

| Alternative/ESE Center | Charter School | Minority |
|:---:|:---:|:---:|
| No | No | 46% |

## School Grades History

| Year | 2013-14 | 2012-13 | 2011-12 | 2010-11 |
|:---:|:---:|:---:|:---:|:---:|
| Grade | D | 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.

# Table of Contents

# Purpose and Outline of the SIP

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

## Part I: Current School Status

Part I 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 |
|---|---|---|
| Focus | 2 | Wayne Green |

| Former F | Turnaround Status |
|---|---|
| No | |

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## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

**Provide the school's mission statement**

The mission at Romeo Elementary is to support the Marion County Public School system in developing successful citizens every student, every day. We expect all students to graduate from high school possessing the skills and knowledge necessary to excel in their chosen post secondary path. We will provide all students with the opportunity to achieve their personal best, to build good character, to learn respect for themselves and others, to accept responsibility for their actions, while developing a love of learning as they become lifelong learners.

**Provide the school's vision statement**

The vision at Romeo Elementary is to build on past success as it relates to student achievment and strive to find new and inventive ways to reach the learning needs of our diverse students.

#### School Environment

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

At Romeo Elementary teachers implement class based activities to explore cultural backgrounds and establish relationships between the teacher/students and students/students. Cultural activities are included as they naturally occur during the school year as an extension of the regular classroom curriculum. The Media Specialist also creates cultural displays throughout the year to support these activities.

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

Romeo Elementary creates a safe environment by informing teachers of safety policies and procedures throughout the school year. This includes having a safety committee that is comprised of teachers and staff members from each grade level. Beyond this committee, the entire school participates in numerous safety and emergency drills through the year which allows students to understand that Romeo is a safe environment. The school also has school wide expectations that relate to respecting other students and a zero tolerance policy for bullying. These expectations and policies are taught by the teachers to the students to ensure they feel respected at all times 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**

Romeo Elementary has school wide expectations known as the "Pioneer Promise", which states students are to Do their best, Do what is right and Treat others the way they want to be treated. This provides the goals for student behavior. Teachers then have their own class-room discipline plans that contain rewards and consequences for breaking classroom rules and school wide expectations. If students commit major infractions or are repeat offenders of minor infractions in the classroom they will receive a referral to the dean's office. The dean's office follows the district Code of Student

Conduct to provide consequences for student action. These policies are explained to teachers at the beginning of the year and offered as refreshers as needed.

**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**

Individual students are referred to the guidance counselor by school staff, parents or other students. Students can also make self-referrals. Small group opportunities are available for social skills training and social/emotional learning. The guidance counselor refers students who need ongoing, intensive therapy to outside organizations. Classroom guidance is available for specific topics, eg. friendship, responsibility, etc. We have a monthly school wide character awareness program targeting characteristics such as honesty, kindness, etc. We also have special assemblies each year to promote positive social behaviors, eg. bullying. Professional development is provided for staff to assist them in meeting the needs of special populations, eg. students with disabilities, low socioeconomic groups. There is also a school wide crisis intervention plan in place to address sudden, traumatic events.

## 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**

-Students that have missed 10% or more of school days.
-Students that have recieved one or more suspensions.
-K-2 students that have recieved 2 or more Unsatisfactory marks and 3-5 students that have recieve 2 or more failing grades in academic courses.
-Students that are level 1 on statewide standardized assessments.

**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 | 13 | 69 | 58 | 53 | 54 | 61 | 308 |
| One or more suspensions | 0 | 1 | 3 | 3 | 6 | 2 | 15 |
| Course failure in ELA or Math | 0 | 4 | 13 | 7 | 10 | 15 | 49 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 33 | 38 | 71 |

*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 | 5 | 2 | 3 | 20 | 30 | 60 |

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

For students who are at risk due to attendance a problem solving conference is held with the parent(s) and the student. The counselor puts incentives in place for the student to improve his/her

attendance. The school social worker and the counselor work with the parent regarding any identified problems that are keeping the student out of school. Unresolved attendance issues may be referred to the courts for truancy. Similar interventions are in place for students with excessive tardies. Students who have been retained are provided a curriculum that is different from the previous year. The student's progress is monitored and appropriate supplemental academic interventions are put in place. Parent/teacher conferences are held regularly to discuss the student's progress. Students who do not make adequate progress may be considered for accommodations or special services.

In order to address the problem of student mobility, Romeo Elementary follows the school district's curriculum and calendar. Students who are new to the district may be assessed to determine their academic levels. The guidance department ensures that students have the necessary school supplies. The school social worker assists families as needed in meeting basic needs.

## 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/186826.

### *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**

Romeo Elementary has a partnership with groups of retired communtiy members called "Grandparent Readers". This program brings these community members to the campus to read to children on a monthly basis and also act as mentors. These community members also support the school and events that take place on campus through various donations. Romeo Elementary also has partnerships with several churches to ensure that students receive food on weekends so that they can maintain healty lifestyles which in turn can help academic achievement. Also local churches conduct weekly Good News Club meetings to build relationships between students and community members.

## 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 |
|------|-------|
| Ashman, Jane | Principal |
| White, Kimberly | Assistant Principal |
| Wheeler, Scott | Dean |
| Burnett, Rosemary | Guidance Counselor |
| Hoehn, Imelda | Instructional Coach |
| Renfro, Edward | Instructional Coach |

**Duties**

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

Our school-based Leadership Team includes Jane Ashman—Principal, Kimberly White- Assistant Principal, Scott Wheeler – Dean, Rosemary Burnett – Guidance Counselor, Imelda Hoehn – Academic Coach, Ed Renfro- Reading Coach and may also include classroom teachers and other various district support personnel.
The basic function of this team will be to correlate strategies and materials to deficits and to carefully monitor student progress. As data becomes available, meetings may become more frequent, but monthly meeting is a minimum. The basic process of meetings:
*Identify the Problem
*Attempt to determine why problem is occurring
*Design an intervention to address the problem

***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***

To meet the needs of all students and maximize desired outcomes teachers meet regularly with the Assistant Principal of Curriculum to review data and allocate resources to meet classroom needs. These Progress Monitoring Meetings examine the effectiveness of Tier I instruction and develop Tier II and III interventions. These meetings occur 3 times per year at a minimum. Funding is also used to provide additional paraprofessionals on campus to work with small groups of students to improve academic achievement. Additionally, Problem-Solving Team meetings are held on an as-needed basis to address needs of specific students and allocate resources based on those needs.

## School Advisory Council (SAC)

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

| Name | Stakeholder Group |
|---|---|
| Jess Burton | Business/Community |
| Jane Ashman | Principal |
| Bridget Chervenack | Parent |
| Stacie Gunn | Parent |
| Viridaiana Jaimes | Parent |
| Heidi Alexander | Teacher |
| Holly Lemanski | Education Support Employee |
| Lorie Markham | Teacher |
| Phillip Nichols | Business/Community |
| Christian Velez | Parent |
| TJ Watts | Parent |
| Susan Williams | Teacher |
| Kimberly White | Teacher |
| Daniel Caro | 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 school improvement plan will be based on an analysis of student achievement and other school performance data. The School Advisory Council will also assist in the evaluation of the school improvement plan.

*Development of this school improvement plan*

The purpose of the Romeo Elementary School Advisory Council is to act as the governing body to develop procedures to ensure that all state and district goals are met. The primary function is to establish a school improvement plan that is designed to achieve improved student performance standards.

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

The School Advisory Council will address issues related to budget, training, instructional materials, staffing, student support services, specific school safety and discipline strategies, and other matters of resource allocation, as determined by school board policy.

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

Funds that were allocated for school improvement totaled $3,800. These funds were used to purchase planners for students. Student planners are used to keep students organized, to aid in students understanding of what is being covered in class as well as what they will see in the future, and the planners provide an open line of communication between parents and teachers.

***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 |
| --- | --- |
| Ashman, Jane | Principal |
| White, Kimberly | Assistant Principal |
| Wheeler, Scott | Dean |
| Burnett, Rosemary | Guidance Counselor |
| Hoehn, Imelda | Instructional Coach |
| Renfro, Edward | Instructional Coach |

**Duties**

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

Our literacy team promotes literacy to all of Romeo's stakeholders. First and foremost literacy is promoted to our students through quality Tier I instruction. Our teachers are coached by administration and a variety of instructional coaches. We model rigorous lessons that are constructed using research based strategies from Learning Focus. As the Literacy Team works with teachers to improve Tier 1 instruction student literacy rates are improved. Student literacy is also promoted through the Accelerated Reader and the American Reading programs. Romeo's team trains teachers in a variety of programs for intensive intervention and enrichment instruction. Our trainings help teachers increase student skills in Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension and Oral Language. We promote literacy to parents through our parent resource room. In this room parents are able to check out resources that are beneficial for student achievement and parental enrichment. Additionally, we provide a forum in which teachers and administration can discuss professional literacy programs, professional development and learning communities. Our school-wide slogan "Reading makes you smart!" is motivating and student friendly consequently Romeo's students have an intrinsic desire to read.

## 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

The main strategy that is implemented to aid teachers to create positive relationships and collaboration is the schedule used at Romeo Elementary. Each grade level is broken into teams of two teachers. One teacher focuses on Math and Science with students, while the other focuses on Language Arts and Social Studies. Teachers only need to plan for two subject areas, which allows them to create engaging lesson plans to help instruction. With this type of schedule, all same-grade level teachers have planning at the same time. This allows for optimum time to collaborate with either their team teaching partner or other subject area teachers. Teachers are also given the opportunity to pick their team partner which attributes to positive working relationships.

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

Teachers are encouraged to earn Clinical Education endorsement and then welcome all student teachers from the area colleges to serve their internship at the school. Several of them have been hired at the site and in the district. New teacher orientation is given by the district.

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

All new teachers are paired with Clinical Education Trained teachers at school site. The rationale is that the experienced teachers will possess strategies to help new teachers. The experienced teachers will meet with new teachers to collaborate on solutions to problems they encounter during their first year at least twice a month during PLC or data team meetings.

## 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***

The school uses state approved curriculum resources that have been aligned to Common Core Standards. These standards closely mirror the Florida Standards and teachers will be given training to highlight where there are differences between the Common Core Standards and Florida Standards. Teachers in K-5th grade classrooms use these state adopted materials for their Tier I instruction.

#### 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***

Grade level teams meet on a regular basis to look at data to determine student needs. AIMSweb testing helps identify the effectiveness of Tier I instruction and identifies students who may need additional support through Tier II or Tier III interventions. Additionally, AIMSweb is used to monitor those Tier II/III students on a regular basis to determine the effectiveness of the interventions. Students are grouped by abilities during a daily Immediate Intensive Intervention (iii) block where students receive focused instruction in areas of deficiency or they are given enrichment opportunities. Additionally, teachers provide daily small group instruction to meet the diverse needs of the students in each classroom.

***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 |

N/A

***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***

A VPK program is based at the school in which all of the students will feed into the regular Kindergarten program. We also have incoming Kindergarten students who have not participated in the Voluntary Prekindergarten Program. These students are encouraged to attend the summer VPK program. Efforts are made in the spring to facilitate early kindergarten registration so that incoming kindergarten students can take advantage of the summer VPK program. Flyers are sent home and the school newsletter encourages early kindergarten registration.
The Stagger Start program will be used at Romeo this year to help students develop close bonds with their new surroundings. For the first 3 days of school the classes will be divided by 3 so that only one third of the students will be in class for each of the 3 day program. This gives teachers a chance to assess these students, determine strengths and weaknesses, and to build relationships with the students prior to having the whole class in attendance.
Romeo Elementary also works with feeder middle schools to arrange for members of the middle school's administration can meet incoming 6th graders as well as describe programs from their school.

### 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 - Elementary

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

N/A- Elementary

***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 - Elementary

***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 - Elementary

# School Improvement Goals

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

## Problem Solving Key

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

`1` = Problem Solving Step          🔑 S123456 = Quick Key

## Strategic Goals Summary

**G1.**     If we implement school-wide reading intervention strategies, then our students will make learning gains in reading proficiency scores in 2014-2015.

## 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 implement school-wide reading intervention strategies, then our students will make learning gains in reading proficiency scores in 2014-2015. [1a]

🔍 G042778

### Targets Supported [1b]

| Indicator | Annual Target |
|---|---|
| ELA/Reading Gains | 45.0 |

### Resources Available to Support the Goal [2]

- AimsWeb
- Success Maker
- Corrective Reading
- Early Intervention in Reading
- Reading Mastery
- REWARDS
- Wonders Tier 2 Comprehension Intervention

### Targeted Barriers to Achieving the Goal [3]

- Student Attendance Issues
- Time to Plan and Implement Interventions
- Gathering Necessary Data

### Plan to Monitor Progress Toward G1. [8]

AIMSweb Benchmark testing

**Person Responsible**
Imelda Hoehn

**Schedule**
Quarterly, from 9/16/2014 to 5/29/2015

*Evidence of Completion*
90% of all students will meet or exceed AIMSweb benchmark goals for oral reading fluency.

### Plan to Monitor Progress Toward G1. [8]

ELA Learning Checks

**Person Responsible**
Kimberly White

**Schedule**
Every 6 Weeks, from 9/16/2014 to 6/3/2015

*Evidence of Completion*
90% of all students will meet or exceed 80% mastery rates on the Wonders end of unit exams.

# 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 implement school-wide reading intervention strategies, then our students will make learning gains in reading proficiency scores in 2014-2015. `1`

🔑 G042778

**G1.B1** Student Attendance Issues `2`

🔑 B104478

**G1.B1.S1** Communication with parents about student attendance issues and importance of not being absent. `4`

🔑 S116445

**Strategy Rationale**

Parents need to be aware of how missing school can effect a student's academic performance.

### Action Step 1 `5`

Phone calls and letters home to parents

**Person Responsible**

Scott Wheeler

**Schedule**

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

***Evidence of Completion***

Copies of letters in cum folders, phone call logs

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

Analyze student attendance data

> **Person Responsible**
>
> Scott Wheeler
>
> **Schedule**
>
> Weekly, from 8/18/2014 to 6/3/2015
>
> ***Evidence of Completion***
>
> SMS attendance reports

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

Decreasing the number of student absences.

> **Person Responsible**
>
> Scott Wheeler
>
> **Schedule**
>
> Weekly, from 8/18/2014 to 6/3/2015
>
> ***Evidence of Completion***
>
> Early Warning System report showing student attendance at less than 90%

**G1.B2** Time to Plan and Implement Interventions  2

🔧 B105160

**G1.B2.S1** Professional Learning Communities Schedule  4

🔧 S116540

### Strategy Rationale

Allows teachers to meet as a grade level to collaborate on lesson planning and develop strategies to best serve student needs.

**Action Step 1**  5

PLC Data Team Meetings

#### Person Responsible

Kimberly White

#### Schedule

Biweekly, from 9/9/2014 to 5/19/2015

#### *Evidence of Completion*

Teacher sign-in sheets

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

Professional Development Protocols for PLC's

#### Person Responsible

Kimberly White

#### Schedule

Biweekly, from 9/9/2014 to 5/19/2015

#### *Evidence of Completion*

Facilitator meeting notes and handouts.

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

Increase of teacher collaboration time

> **Person Responsible**
>
> Kimberly White
>
> **Schedule**
>
> Biweekly, from 9/9/2014 to 5/19/2015
>
> ***Evidence of Completion***
>
> PLC calendar, teacher sign-in

**G1.B3** Gathering Necessary Data `2`

`B105161`

**G1.B3.S1** Students will have special schedule set for testing in computer labs and classrooms. `4`

`S116569`

> **Strategy Rationale**

Gathering data is crucial to understanding what each individual student needs. Setting a schedule for testing allows for all students to be tested so data can be analyzed in a timely manner.

**Action Step 1** `5`

Specialized testing schedule

> **Person Responsible**
>
> Imelda Hoehn
>
> **Schedule**
>
> Monthly, from 8/18/2014 to 6/3/2015
>
> ***Evidence of Completion***
>
> Testing schedule

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

Administrative walkthroughs during testing time

### Person Responsible

Kimberly White

### Schedule

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

### *Evidence of Completion*

Visual confirmation of testing schedule implementation

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

All classes completing testing on time

### Person Responsible

Kimberly White

### Schedule

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

### *Evidence of Completion*

Student data will be available in Performance Matters per district timeline

## 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 | Phone calls and letters home to parents | Wheeler, Scott | 8/18/2014 | Copies of letters in cum folders, phone call logs | 6/3/2015 weekly |
| G1.B2.S1.A1 | PLC Data Team Meetings | White, Kimberly | 9/9/2014 | Teacher sign-in sheets | 5/19/2015 biweekly |
| G1.B3.S1.A1 | Specialized testing schedule | Hoehn, Imelda | 8/18/2014 | Testing schedule | 6/3/2015 monthly |
| G1.MA1 | AIMSweb Benchmark testing | Hoehn, Imelda | 9/16/2014 | 90% of all students will meet or exceed AIMSweb benchmark goals for oral reading fluency. | 5/29/2015 quarterly |
| G1.MA2 | ELA Learning Checks | White, Kimberly | 9/16/2014 | 90% of all students will meet or exceed 80% mastery rates on the Wonders end of unit exams. | 6/3/2015 every-6-weeks |
| G1.B1.S1.MA1 | Decreasing the number of student absences. | Wheeler, Scott | 8/18/2014 | Early Warning System report showing student attendance at less than 90% | 6/3/2015 weekly |
| G1.B1.S1.MA1 | Analyze student attendance data | Wheeler, Scott | 8/18/2014 | SMS attendance reports | 6/3/2015 weekly |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/End Date |
|---|---|---|---|---|---|
| G1.B2.S1.MA1 | Increase of teacher collaboration time | White, Kimberly | 9/9/2014 | PLC calendar, teacher sign-in | 5/19/2015 biweekly |
| G1.B2.S1.MA1 | Professional Development Protocols for PLC's | White, Kimberly | 9/9/2014 | Facilitator meeting notes and handouts. | 5/19/2015 biweekly |
| G1.B3.S1.MA1 | All classes completing testing on time | White, Kimberly | 8/18/2014 | Student data will be available in Performance Matters per district timeline | 6/3/2015 monthly |
| G1.B3.S1.MA1 | Administrative walkthroughs during testing time | White, Kimberly | 8/18/2014 | Visual confirmation of testing schedule implementation | 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 Opportuntities

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

**G1.** If we implement school-wide reading intervention strategies, then our students will make learning gains in reading proficiency scores in 2014-2015.

**G1.B2** Time to Plan and Implement Interventions

**G1.B2.S1** Professional Learning Communities Schedule

### PD Opportunity 1

PLC Data Team Meetings

**Facilitator**

Kimberly White

**Participants**

All classroom teachers

**Schedule**

Biweekly, from 9/9/2014 to 5/19/2015

# Technical Assistance Items

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

**G1.** If we implement school-wide reading intervention strategies, then our students will make learning gains in reading proficiency scores in 2014-2015.

**G1.B1** Student Attendance Issues

**G1.B1.S1** Communication with parents about student attendance issues and importance of not being absent.

### PD Opportunity 1

Phone calls and letters home to parents

**Facilitator**

Scott Wheeler, Rosemary Burnett, Lissette Baker

**Participants**

Students and Parents

**Schedule**

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

**G1.B3** Gathering Necessary Data

**G1.B3.S1** Students will have special schedule set for testing in computer labs and classrooms.

### PD Opportunity 1

Specialized testing schedule

**Facilitator**

Marie Hoehn

**Participants**

All classroom teachers

**Schedule**

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

## Budget Rollup

| Summary | |
|---|---|
| **Description** | **Total** |
| **Goal 1:** If we implement school-wide reading intervention strategies, then our students will make learning gains in reading proficiency scores in 2014-2015. | 0 |
| **Grand Total** | **0** |

| Goal 1: If we implement school-wide reading intervention strategies, then our students will make learning gains in reading proficiency scores in 2014-2015. | | |
|---|---|---|
| **Description** | **Source** | **Total** |
| **B2.S1.A1** - no funds needed | Title I Part A | 0 |
| **B3.S1.A1** - no funds needed | Title I Part A | 0 |
| **Total Goal 1** | | **0** |