

Sunrise Elementary School

375 MARION OAKS CRSE, Ocala, FL 34473

[no web address on file]

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
62%

Alternative/ESE Center
No

Charter School
No

Minority
77%

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>.

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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
Focus	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Sunrise's team aims to provide a stimulating environment with technological orientation across the curriculum which maximizes individual potential and ensures students of all ability levels are well equipped to meet the challenges of the future.

Provide the school's vision statement

Sunrise Elementary aims to provide, in partnership with parents, a quality education so that all students are able to reach their full potential with a caring and secure environment.

School Environment

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

The process by which Sunrise learns about student cultures and builds relationships between teachers and students is multifaceted. Some activities are school-wide, while others occur within the class setting. During Black History and Hispanic History months, most students participate in activities that bring awareness to these two groups. Additionally during these months, key people (at the school, local, state and national levels, as well as those in TV, music and the sports industry from these groups) are highlighted on the school's morning show for all students.

Sunrise is a school rich in cultural diversity. Teachers send questionnaires home for parents to be involved in providing correct information about students' cultures. Through classroom activities and projects such as "All About Me" projects, students are encouraged to share their cultures. Classroom activities also include Cinco De Mayo celebrations. Through cultural awareness activities such as these, student/teacher and student/student relationships are strengthened.

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

Sunrise Elementary's staff members create a structured educational environment that is safe, fair, and respectful by building positive relationships throughout the campus. Students must feel safe and respected by all adults in the walkways, hallways, cafeteria, media center, labs, offices and in the classrooms. Evidence of a structured and attractive educational setting are key to students feeling at home, safe and ready to learn.

Every morning and afternoon, staff members are on duty at various locations around the school campus to ensure safety and to greet students as they arrive onto campus and encourage them as they leave in the afternoon. Classroom teachers welcome students into their classrooms at the classroom door as they enter the classroom.

Also, teachers have taught procedures. There are procedures in place as a preventive measure to reduce the chance for danger and misbehaviors as well as for how parents and other visitors enter our 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

The school-wide behavior system at Sunrise is grounded within the framework of Positive Behavior Support (PBS). This evidence-based approach is employed within all areas of the school and provides a focus on reinforcing positive behaviors and teaching school-wide expectations. We have put into place 3 rules, called "The Big 3", in which we as a school live by. They are: Do what's right. Do your best. Treat others the way you want to be treated. The Big 3 are recited daily on the Morning Show after pledge. Students who follow these rules consistently are rewarded with "Sunny Money." This money is used in the school's PBS store. Students visit the PBS store on a weekly basis. Students are also rewarded through PBS with monthly activities such as pizza parties and game day, just to name a few.

Discipline Talks are given in each classroom twice a year. First to teach and model the students the expectations and then again to review or reteach them. Students are reminded of classroom and school behavior on the school's morning show each Tuesday and Thursday. Classroom walk-thrus by administration are frequent to encourage engagement through following the rules.

There is also an established PBS committee where staff members collaborate on the effectiveness or needs of the PBS system.

Furthermore, the Multi-tiered Systems of Support (MTSS) is applied to the entire school community. This three tiered approach provides a format where students that are not responding to the school-wide Tier 1 plan are moved into a higher tier where a more individualized approach can be applied.

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

Our comprehensive school counseling program provides education, prevention and intervention services.

Early identification and intervention of children's academic and personal/social needs is essential in promoting academic and personal achievement. Sunrise Elementary School Counseling Program provides the following: School Guidance Curriculum with an emphasis on goal-setting, decision making, peer relationships, coping strategies and effective social skills. Responsive Services with emphasis on conflict resolution, at-risk identification and crisis intervention. The school counselor collaborates with parents, school staff, community outreach organizations for resources and networking to meet student needs.

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 Early Warning Systems provides data that shows students with a less than 90% attendance rate, and those with one or more suspensions. It also provides data on course failures in ELA and mathematics, along with those students who scored a Level 1 on a statewide assessment in ELA or mathematics.

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	
Attendance below 90 percent	37	39	25	31	5	137
One or more suspensions	8	10	8	21	9	56
Course failure in ELA or Math	10	24	48	31	22	135
Level 1 on statewide assessment	0	0	0	110	64	174

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

Indicator	Grade Level					Total
	K	1	2	3	4	
Students exhibiting two or more indicators	1	1	2	7	3	14

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

Intervention Strategies include:

- Attendance Rewards--students are rewarded for their attendance when they are present.
- Individual Behavior Plans are put in place for those students that are struggling with the Tier 1 Behavior Plan.
- Additional Small Group/Differentiated Instruction are provided to those students that are not meeting the proficiency status in core academic areas and those that have score a Level 1 on state assessments.

In addition the following programs will be put into place.

SRA Early Interventions in Reading – Intervention for K-3

This early intervention program provides the significant increase in the intensity of instruction that low-level readers need to meet grade-level expectations through prescribed lesson plans and routines, scaffolding that ensures student understanding, teacher modeling of new concepts, and ample guided practice with timely feedback.

SRA Early Interventions in Reading helps us identify struggling readers in Grades K-3 and provide them with lessons that build mastery of essential skills through explicit, systematic instruction in five critical strands - phonemic awareness, letter-sound correspondences, word recognition and spelling, fluency, and comprehension.

SRA Reading Mastery – Intervention for K-2 struggling readers

The Reading Strand addresses all five essential components of reading as identified by Reading First: phonemic awareness, phonics and word analysis, fluency, vocabulary, and comprehension. It provides spelling instruction to enable students to make the connection between decoding and spelling patterns and develops student decoding and word recognition skills that transfer to other subject areas.

Corrective Reading provides intensive direct instruction-based reading intervention for students in Grades 3–5 who are reading below grade level. This program delivers tightly sequenced, carefully planned lessons that give struggling students the structure and practice necessary to become skilled, fluent readers and better learners.

The Decoding strand directly addresses all the critical reading components identified by the National Reading Panel (2002)—phonemic awareness, phonics, fluency, vocabulary, and comprehension.

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/58490>.

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

In order to build and sustain relationships with local community for the purposes of securing and utilizing resources, Sunrise Elementary first becomes active in community events, making ourselves visible with community involvement. We accept invitations for staff members as well as student participation in the community events. We then initiate the process of securing resources by communicating with various organizations that can support us in our efforts to increase school and student achievement. Resources that we have secured are, but not limited to, volunteerism, funds for various school projects and donations of school supplies, clothing, food, etc. from our parents, local businesses, and churches 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
Trombly, Chuck	Principal
Thomas, Victoria	Assistant Principal
Davis, Gillian	Dean
Pittman, Dawn	Guidance Counselor
Rawlins, John	Instructional Coach
Fritz, Pamela	Instructional Coach

Duties

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

The school-based administrative leadership team is comprised of the above named members: school principal - expert in disaggregating data; assistant principal - expert in curriculum and instruction; guidance counselor - expert in testing and guidance; Reading Coach- expert in diagnosing reading problems; Academic Coach - expert in Math Coach - expert in math curriculum and interventions; and school psychologist - expert in diagnostic testing.

Our school based synergy team identifies areas in need. An action plan is then created to address each goal area. The team then meets periodically to set individual goals for students and to progress monitor student growth. Teachers are included in conversation of student growth and their professional growth needs are identified and prioritized through these conversations and results of team meetings. Data is consistently leveraged to adjust the action plan and to address new areas of need.

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

Marion County uses a variety of source data to progress monitor students. All data is warehoused in Performance Matters which allows for easy disaggregation by ethnicity, socio-economics, ELL, ESE, teacher and course. This data includes State Assessments (FCAT, AimsWeb) as well as local assessments (Learning Checks, Quarterly Reading/Writing Assessments, Document Based Questions, etc.) Performance Matters also for teacher comparisons by student, standard, and demographics. School and district are able to compare data as well as similar schools across the State.

Discipline data is housed in the Student Management System(SMS) and can be disaggregated using an internal software (Custom Reports).

Tiered data can be found in Performance Matters where intervention tier is identified and progress monitoring notes are documented. Additional information can be found in course selection for Reading Intervention at the Secondary level in SMS. Teachers also keep data notebooks with individualized student information relative to the progress within the relative tier of intervention.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Tracy Shaddix	Parent
Charles Trombly	Principal
Sara Weinheimer	Business/Community
Amiee Ruiz	Parent
Jen Lamphear	Parent
Suzie Nelson	Parent
Karen Fletcher	Parent
Virginia Gayle	Parent
Noises Ochoa	Parent
Amanda Delarosa	Parent
Tanika Williams	Teacher
Adeni Small	Teacher
Jenny Hoosac	Teacher
Ana Julian	Teacher
Maria Ulloa	Teacher

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

SAC meets in the beginning of the school year to evaluate the effectiveness of the prior year's plan to determine needs for the current year's plan.

Development of this school improvement plan

SAC meets twice a year and reviews plan and offers input in the development of the plan. The SAC meetings are informative and provide a forum to share information about Sunrise, ideas from all involved are given an opportunity to problem solve issues or concerns here on campus. The SAC assists in developing and evaluating the Continuous Improvement Management System, and providing assistance in the decision making process.

Preparation of the school's annual budget and plan

SAC meets twice a year and reviews and offers input in the development of the budget and plan. The SAC provides assistance in the decision making process. As well as assist in evaluating of the school's annual budget.

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

N/A

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
Trombly, Chuck	Principal
Thomas, Victoria	Assistant Principal
Davis, Gillian	Dean
Rawlins, John	Instructional Coach
Pittman, Dawn	Guidance Counselor
Fritz, Pamela	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

Our literacy team promotes literacy to all stakeholders. First literacy is promoted to our students through quality tier 1 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 improve. Student literacy is also promoted through the Accelerated Reader and Action 100. Sunrise teachers are trained in a variety of programs for intensive intervention and enrichment instruction. These programs help teachers increase student skills in Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension. We promote literacy to parents through our parent resource room. In this room, parents are able to check out resources that can be used at home to support learning and increase student achievement. Additionally, we offer parent nights to promote literacy at home and in the community.

What will be the major initiatives of the LLT this year?

- Make instructional and professional development decisions based on data
- Review student progress in reading
- Promote differentiation of instruction (Leveled Learning)
- Review most recent progress monitoring results
- Analyze assessment data (fluency checks, Units of Study FCA tests, AIMSWeb, etc.)
- Recommend needed resources and/or support
- Review effectiveness of reading program and instructional strategies
- Determine appropriate placement of students in reading program
- Identify areas for professional development
- Support for Para-professionals

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

Positive working relationships between teachers are encouraged through numerous opportunities of collaboration. Required grade level meetings are held monthly to encourage instructional planning for the group. Additionally, half-day monthly collaborative discussions to disaggregate student data and plan instruction to meet the needs are scheduled with each grade level. Substitutes are brought in to allow teachers an uninterrupted extended time for this collaboration. Grade levels are also encouraged to meet and discuss successes, failures and best practices.

Monthly faculty meetings is another platform where positive working relationships are encouraged. Teachers have instructional conversations across grade levels and subject areas. Best Practices are also shared during faculty meetings for the entire faculty's benefit.

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

Strategies used to retain highly qualified teachers are to implement programs that will help them be successful in their teaching practices. Teachers new to Sunrise will participate in a New Teacher Orientation in school procedures and policies, in addition to the general back-to-school- teacher meeting. We will further assist them by having new teacher collaborative monthly meetings. These teacher will receive additional support, as needed, with visits from our Academic, Math and Reading Coaches and other Administrative leaders with modeling and mentoring. New teachers will also be provided with individual needs of specific staff development by Administration and Academic Coaches.

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

Beginning teachers, teachers new to Sunrise and those having fewer than three years of teaching experience, if needed, will be paired with veteran teachers to gain knowledge and understanding of curriculum and school culture to promote gains in all subject areas.

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 district has provided Curriculum Maps that align the core instructional programs and materials to the Florida Standards. The leadership team and the teachers also collaborate to review item specs to determine alignment of core with Florida Standards. The leadership team regularly monitors lesson plans and conduct walk-throughs to ensure that the core instructional program and materials are being effectively implemented in teacher lessons.

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

Data is used to drive instruction. Students are screened using multiple tools that assist us in the purpose of providing differentiated instruction to meet the needs of each student. AIMSweb is a district screener that allows us to recognize and place student in correct interventions or enrichment groups. These groups are fluid and allow for vertical mobility. Data from progress monitoring is collected frequently to determine success and movement of students in and out of intervention groups.

Progress monitoring data also serves the purpose for driving classroom instruction as well. Teachers monitor student data to differentiate instruction, as needed, to assist students in attaining proficient levels. One example, of how data is used to supplement instruction in the classroom is that all 3rd grade retainees, data from State Assessment and county Focus Calendar Assessment, will have an additional 30 minutes of reading instruction to assist in attaining proficiency on the next State Assessment.

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 participate in any Extended Learning Strategies

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

Stagger Start is a District Initiative to assist students in transiting into Kindergarten. There is a three day plan where all students report on one specific day then with all students reporting on the fourth day. Five to seven students report each day allowing the staff opportunity to administer assessments, to develop one-on-one relationships with students and to eliminate anxiety is the primary focus of Stagger Start.

During the 2014-2015 school year, Sunrise is offering two classes of a state-funded Voluntary Pre-Kindergarten Program. The school use the ELLM (Early Literacy and Learning Model), and VPK standards and curriculum provided by the Early Learning Coalition of Marion County. The program is Monday through Friday, from 7:20-2:05, with a 25 minute lunch. The program lasts a year. The VPK program helps students bridge the gap between home and school. Students are exposed to many hands-on activities, where they are manipulating objects and/or doing activities in a center, as well as actual science projects such as planting seeds and watching them grow. In addition, students are read to orally, taught the alphabets and numbers, and taught basic pre-school skills. The Waterford curriculum is also utilized to increase students' literacy skills.

In addition to incoming students, we also provide out-going 4th graders the opportunity to visit and learn about their transition from elementary to middle school. Students visit the middle school campus and meet with the key members of the staff that will help their tranistion. Students receive information concerning classes, school enviornment, enrichment and extra curricular activities, just to name a few. A guided tour of the campus is also included during this visitation.

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.** All teachers will consistently use differentiated Instruction strategies in their classroom during core instruction to increase student achievement.

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. All teachers will consistently use differentiated Instruction strategies in their classroom during core instruction to increase student achievement. 1a

G044910

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	68.0
AMO Reading - All Students	65.0

Resources Available to Support the Goal 2

- Reading Coach, Academic Coach, Math Coach, Principal and Assistant Principal.
- Instructional materials and District Curriculum Guides
- Professional development
- Kagan Strategies
- District Professional Development Team
- Title I funding
-

Targeted Barriers to Achieving the Goal 3

- Lack of true knowledge of differentiated instruction.
- Time to collaborate and prepare lessons to differentiate instruction for all core areas and students in need.
- Classrooms lack technology needed to engage students in differentiated instruction.

Plan to Monitor Progress Toward G1. 8

Teacher lesson plans and student scores on assessments.

Person Responsible

Victoria Thomas

Schedule

Quarterly, from 9/22/2014 to 6/5/2015

Evidence of Completion

Data from formal and informal assessments (AimsWeb, Learning Checks, Math Chapter Test, etc.) and teacher lesson plans.

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. All teachers will consistently use differentiated Instruction strategies in their classroom during core instruction to increase student achievement. **1**

 G044910

G1.B1 Lack of true knowledge of differentiated instruction. **2**

 B110683

G1.B1.S1 Professional Development on Differentiated Instructional strategies. **4**

 S123046

Strategy Rationale

If teachers receive professional development in Differentiated Instruction, then they will be able to plan for instructional opportunities that are engaging and meets the needs of all learners.

Action Step 1 **5**

Differentiated Instruction professional development training provided for all teachers.

Person Responsible

Chuck Trombly

Schedule

Quarterly, from 10/7/2014 to 5/29/2015

Evidence of Completion

Attendance Sheets

Action Step 2 5

Hold Parent Informational Nights

Person Responsible

John Rawlins

Schedule

Every 2 Months, from 10/17/2014 to 3/20/2015

Evidence of Completion

Parent Roster Sign-In Sheets

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

Follow-up and reflection meetings to discuss the implementation and classroom walk throughs

Person Responsible

Chuck Trombly

Schedule

Daily, from 9/20/2014 to 6/10/2015

Evidence of Completion

Administrative observations/walk-throughs and lesson plans

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

Administration will monitor the training sessions.

Person Responsible

Chuck Trombly

Schedule

Weekly, from 10/7/2014 to 5/29/2015

Evidence of Completion

Classroom walk throughs and lesson plans

G1.B2 Time to collaborate and prepare lessons to differentiate instruction for all core areas and students in need. 2

 B110684

G1.B2.S1 Provide teachers with collaborative planning time with grade level peers and vertical peer groups. 4

 S126945

Strategy Rationale

Given sufficient time to collaborate and develop plans, teachers will use Differentiated instruction consistently.

Action Step 1 5

Teachers will meet for a half day on a monthly basis to collaborate and create action plans for the use and delivery of differentiated instruction.

Person Responsible

Chuck Trombly

Schedule

Monthly, from 10/7/2014 to 5/5/2015

Evidence of Completion

Teachers will provide an action plan to be implemented to share results at next after-school collaborative meeting.

Action Step 2 5

Teachers and para professionals will meet monthly, following their half day collaborative meeting day, to reflect and provide important information of the differentiated instruction strategies used in their action plan.

Person Responsible

Chuck Trombly

Schedule

Monthly, from 10/7/2014 to 5/5/2015

Evidence of Completion

Teachers will complete a reflection document.

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

Administrative Team will observe the implementation of differentiated instruction.

Person Responsible

Chuck Trombly

Schedule

Daily, from 9/30/2014 to 6/5/2015

Evidence of Completion

Administrative walk throughs and lesson plans.

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

Learning Checks, Math Chapter Test, Fluency Checks, AimsWeb data, informal classroom observations

Person Responsible

Chuck Trombly

Schedule

Daily, from 9/22/2014 to 6/5/2015

Evidence of Completion

Data from Learning Checks, Math Chapter tests, Fluency Checks and classroom observations

G1.B3 Classrooms lack technology needed to engage students in differentiated instruction. 2

B128715

G1.B3.S1 Classroom will be equipped with Smart Board technology. 4

S140855

Strategy Rationale

If teachers have Smart Board technology in their classrooms, they will be able to prepare differentiated lessons that are engaging to all students.

Action Step 1 5

Smart Board technology installed in classroom.

Person Responsible

Chuck Trombly

Schedule

On 12/26/2014

Evidence of Completion

Completion of work order by district.

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	Differentiated Instruction professional development training provided for all teachers.	Trombly, Chuck	10/7/2014	Attendance Sheets	5/29/2015 quarterly
G1.B2.S1.A1	Teachers will meet for a half day on a monthly basis to collaborate and create action plans for the use and delivery of differentiated instruction.	Trombly, Chuck	10/7/2014	Teachers will provide an action plan to be implemented to share results at next after-school collaborative meeting.	5/5/2015 monthly
G1.B3.S1.A1	Smart Board technology installed in classroom.	Trombly, Chuck	10/6/2014	Completion of work order by district.	12/26/2014 one-time
G1.B2.S1.A2	Teachers and para professionals will meet monthly, following their half day collaborative meeting day, to reflect and provide important information of the differentiated instruction strategies used in their action plan.	Trombly, Chuck	10/7/2014	Teachers will complete a reflection document.	5/5/2015 monthly
G1.B1.S1.A2	Hold Parent Informational Nights	Rawlins, John	10/17/2014	Parent Roster Sign-In Sheets	3/20/2015 every-2-months
G1.MA1	Teacher lesson plans and student scores on assessments.	Thomas, Victoria	9/22/2014	Data from formal and informal assessments (AimsWeb, Learning Checks, Math Chapter Test, etc.) and teacher lesson plans.	6/5/2015 quarterly
G1.B1.S1.MA1	Administration will monitor the training sessions.	Trombly, Chuck	10/7/2014	Classroom walk throughs and lesson plans	5/29/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.MA1	Follow-up and reflection meetings to discuss the implementation and classroom walk throughs	Trombly, Chuck	9/20/2014	Administrative observations/walk-throughs and lesson plans	6/10/2015 daily
G1.B2.S1.MA1	Learning Checks, Math Chapter Test, Fluency Checks, AimsWeb data, informal classroom observations	Trombly, Chuck	9/22/2014	Data from Learning Checks, Math Chapter tests, Fluency Checks and classroom observations	6/5/2015 daily
G1.B2.S1.MA1	Administrative Team will observe the implementation of differentiated instruction.	Trombly, Chuck	9/30/2014	Administrative walk throughs and lesson plans.	6/5/2015 daily

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. All teachers will consistently use differentiated Instruction strategies in their classroom during core instruction to increase student achievement.

G1.B1 Lack of true knowledge of differentiated instruction.

G1.B1.S1 Professional Development on Differentiated Instructional strategies.

PD Opportunity 1

Differentiated Instruction professional development training provided for all teachers.

Facilitator

Marion County Staff Development and Academic Coach Pamela Fritz

Participants

All Teachers

Schedule

Quarterly, from 10/7/2014 to 5/29/2015

G1.B2 Time to collaborate and prepare lessons to differentiate instruction for all core areas and students in need.

G1.B2.S1 Provide teachers with collaborative planning time with grade level peers and vertical peer groups.

PD Opportunity 1

Teachers and para professionals will meet monthly, following their half day collaborative meeting day, to reflect and provide important information of the differentiated instruction strategies used in their action plan.

Facilitator

Charles Trombly, Victoria Thomas, John Rawlins & Pamela Fritz

Participants

Classroom teachers and paraprofessionals

Schedule

Monthly, from 10/7/2014 to 5/5/2015

Technical Assistance Items

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

G1. All teachers will consistently use differentiated Instruction strategies in their classroom during core instruction to increase student achievement.

G1.B1 Lack of true knowledge of differentiated instruction.

G1.B1.S1 Professional Development on Differentiated Instructional strategies.

PD Opportunity 1

Hold Parent Informational Nights

Facilitator

John Rawlins, Victoria Thomas, Pamela Fritz & Charles Trombly

Participants

Parents and Guardians

Schedule

Every 2 Months, from 10/17/2014 to 3/20/2015

G1.B2 Time to collaborate and prepare lessons to differentiate instruction for all core areas and students in need.

G1.B2.S1 Provide teachers with collaborative planning time with grade level peers and vertical peer groups.

PD Opportunity 1

Teachers will meet for a half day on a monthly basis to collaborate and create action plans for the use and delivery of differentiated instruction.

Facilitator

John Rawlins, Victoria Thomas, Charles Trombly and Pam Fritz

Participants

Classroom Teachers

Schedule

Monthly, from 10/7/2014 to 5/5/2015

Budget Rollup

Summary

Description	Total
Goal 1: All teachers will consistently use differentiated Instruction strategies in their classroom during core instruction to increase student achievement.	198,587
Grand Total	198,587

Goal 1: All teachers will consistently use differentiated Instruction strategies in their classroom during core instruction to increase student achievement.

Description	Source	Total
B1.S1.A1 - Professional Development in Differentiated Instruction.	Title I Part A	88,140
B1.S1.A2 - Presenters	Title I Part A	3,514
B1.S1.A2 - Parent Liason Salary	Title I Part A	2,032
B1.S1.A2 - Miscellaneous Supplies (Consumables, non-consumables, food)	Title I Part A	6,635
B2.S1.A1 - Substitutes for teachers to attend collaboration planning	Title I Part A	12,000
B2.S1.A2 - Salaries for Academic coach and paraprofessionals	Title I Part A	69,066
B3.S1.A1 - Purchase and installations of technology	Title I Part A	17,200
Total Goal 1		198,587