Ward Highlands Elementary School

2014-15 School Improvement Plan

Ward Highlands Elementary School

537 SE 36TH AVE, Ocala, FL 34471

[no web address on file]

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	Yes	44%

Alternative/ESE Center	Charter School	Minority
No	No	35%

School Grades History

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

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
Not In DA	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

Ward-Highlands Elementary School seeks to create a challenging learning environment that encourages high expectations for success through development-appropriate instruction that allows for individual differences and learning styles. Our school promotes a safe, orderly, caring, and supportive environment. Each student's self-esteem is fostered by positive relationships with students and staff. We strive to have our parents, teachers, and community members actively involved on our students' learning.

Provide the school's vision statement

Ward-Highlands Elementary School is a place where all students can learn; academically, socially, and emotionally in a safe and supportive atmosphere. Teachers work tirelessly to promote a positive school envrionment and raise student preformance. Our goal is to work in a partnership with our parents and community to create an environment where students are empowered to discover their strengths and to achieve their maximum potential. Our entire school community shares the belief that all children can and will learn

School Environment

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

School personnel uses various resources to gain knowlege about students cultural backgrounds and to build relationships. Most teachers review cultural differences in their beginning of the year units where students are encouraged to share. At this time teachers also incoporate their own information to build rapport and promote a community atmosphere.

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

School administration and teachers focus on building safe classroom and school environments by sticking to our school-wide expectations; 1. Be safe, 2. Be respectful, 3. Be responsible; and our motto "If it is to be, it is up to me!" Administrators review these points on the daily morning show where they review scenarios for students where they can apply the expectations. Teachers use the expectations to model their classroom rules and procedures.

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

WHES staff work together as a community to implement a schoolwide behavioral plan that promotoes fairness and equity for all students. Schoolwide expectations are reviewied daily on the morning show and used to build individual classroom rules and procedures. When necessary the Dean of Students will work with teachers to help establish procedures and offer reinforcement when consequences must be delivered for negatve actions.

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

WHES follows the 10 critical elements of the PBS system. Counseling is also made available for students who are struggling through social issues. An antibullying initiative is put on through school counselors and the Dean of Students. Social skills training is provided by our school psychologist to our students who are serviced in EBD and TUB units. Students who are struggling with their daily behaviors are often placed on check in/check out systems overseen by the dean or by another administrator. Character education words are reviewed and discussed by administrators daily on the morning show.

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 school's EWS is available through Performance Matters software program. WHES's main student indicators include: course failures, attendance, referral counts, and excessive mobility. Students are also identified and tracked through Progress Monitoring Plans if they score a level 1 or 2 on state standardized tests.

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
	1	2	4	
Attendance below 90 percent	1	1	1	3
One or more suspensions	0	1	0	1
Course failure in ELA or Math	1	0	1	2
Level 1 on statewide assessment	0	0	1	1

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

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

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

Struggling students are placed in pull-out intervention groups where 45 minutes is added to their daily reading block to work on targeted skills. SuccessMaker computer program is also implemented for students that require daily interventions in math and reading for grades 3 through 5.

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 available at the school site.

Description

Parent involvement will increase overall by 10%. Parent involvement of students in the lowest quartile will improve by 20%. Parent participation of Minority students will increase by 15%. Parent involvement of students with disabilities will increase by 20% as measured by sign in sheets at parent nights, open house, and parent conferences.
Parents will be invited and encouraged to participate ion Family events such as Family Fun Night, Parent Conference nights, Publix math nights, Open House, and Reading Nights for parents.

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

School administrators work with various community members and businesses to secure and utilize community resources. Our Student Advisory Council (SAC) meets once a month to discuss issues relating to student performance, budgeting, technology upgrades, etc. We also partner with local businesses such as Lee's and McDonalds for parent/teacher nights where funds are generated and used to make improvements on our campus. ALTRUSA volunteers come on campus to spread their love for reading and literature with students.

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
Melissa, Kinard	Principal
Lipira, Heather	Assistant Principal
Byard, James	Dean
Stoddard, Angela	Instructional Coach
Fleischaker, Kay	Guidance Counselor
Altobello, Kristin	Guidance Counselor

Duties

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

The Principal and Assistant Principal both oversee curriculum, professional development, and coaching. They work as a team to accomplish tasks and use a variety of tools, evaluations and assessments to gauge the effectiveness of our teachers and our programs here at WHES. The Assistant Principal also oversees that teachers are checking incoming cum folders to best understand the needs of incoming students.

Mr. Byard acts as our Dean of Students and primarily handles discipline issues with students as well as implementing and managing our School-wide Positive Behavioral Support system. He also works closely with the teachers by creating and assisting in implementing behavioral plans that are useful in the MTSS process. He will also assist with issues relating to academics; including Progress Monitoring, running tutoring groups, etc.

Ms. Stoddard serves as the Reading Coach of WHES where she primarily oversees the implementation of interventions with our struggling students. She trains Title I paraprofessionals to effectively implement interventions and uses the data generated from progress monitoring to refine our interventions plans for students. She is also a very active member in the PMP process by helping identify, screen, and staff struggling students.

Ms. Fleischaker and Mrs. Altobello serve as the guidance counselors for WHES students. They work with students to resolve personal and family issues that seem to be effective the learning process. Counselors also play an active role in the MTSS process by ensuring steps like parent contact, teacher paperwork, and the psychological evaluations are completed and ready for review. Counselors monitor attendance and work with social work services to help resolve attendance or truancy issues. They also work with local agencies and social work services to help with needs that may affect the learning process (supplies, etc).

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

• The school based leadership team should consistently monitor student achievement data and provide invention opportunities to students as needed. Progress should be monitored and interventions adjusted based on student growth data.

• The school based team identifies areas in need of improvement and sets annual goals that are articulated in the SIP. An action plan is 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 the new areas of need.

Title I, Part A

Ward-Highlands Elementary School has several programs that coordinate with other state and federal dollars available and integrate federal and state programs, so the school can meet state and NCLB requirements. Title I funds will be provided to support after-school tutoring. The Centers, a mental health facility, partners with our school whenever we need specific student mental health services for any of our students. Funds from applicable federal, state, and local programs such as: IDEA-funding paraprofessionals; Title 1-funding Staff Development, personnel, and materials; Title IV-Red Ribbon Program; and Voluntary Pre-K program through the Learning Coalition are integrated and coordinated to meet all student needs.

Title I, Part C- Migrant

District funds are used to purchase:

School supplies, provide after school tutorial programs to improve grades, increase promotion, improve attendance and reduce dropout rates. Fund migrant liaison that works with schools and families to identify students and provide need referrals for families. Families must meet the federal eligibility to participate in the program

Title II

IDEA funding will be used in conjunction with Title II funds to train teachers in the Response to Intervention (RtI) strategies that are proven to work with students with disabilities and students with behavior problems

Title III-funding for ELL personnel to work with our English Language Learners

Title X- Homeless
District homeless social worker provides resources (clothing, school supplies, social service referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate public education.
Title I, Part D
We do not receive Title I, Part D Funds

School Advisory Council (SAC)

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

Name	Stakeholder Group
April Adolf	Parent
Lee's Chicken	Business/Community
James Byard	Education Support Employee
Kelly Stutson	Parent
Tara Ringer	Parent
Amy Lefevre	Parent
Teresa Twist	Parent
Judy Mills	Parent
Tammy Landers	Teacher
Cheryl Lewis	Parent
Melissa Kinard	Principal
Felicia McCoy	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 Student Advisory Council met to discuss and review last year's School Improvment Plan (SIP). At this meeting the team reviews and builds school goals; both academic and for school upgrades. The team also reviewed how all major decisions are based on data and how goals should be tied into that information.

Development of this school improvement plan

SAC meets once per month and is presented data and information that will help improve the schools academic achievement. SAC reads and approves the plan and gives input into the goals of the school.

Preparation of the school's annual budget and plan

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

Their are no funds at this current time.

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
Melissa, Kinard	Principal
Lipira, Heather	Assistant Principal
Byard, James	Dean
Altobello, Kristin	Guidance Counselor
Stoddard, Angela	Instructional Coach
Fleischaker, Kay	Guidance Counselor

Duties

Describe how the LLT promotes literacy within the school

The initiatives for the school based Literacy Leadership team will be to increase the usage of the Accelerated Reading program at the school by monitoring each grade levels reading data and creating a data board to show progress and having incentives for meeting goals. In addition Successmaker data will be tracked and monitored to insure students are getting adequate time on task with the program. The LLT will also make Differentiated Instruction in the area of Language Arts a focus by utilizing our Academic Coach to model differentiated instruction for teachers. The Principal and Assistant Principal will also do fidelity walk-throughs and give timely feedback to teachers. The focus will also encompass our students in the lowest quartile having targeted reading practice with our teachers and paraprofessionals, and mentors set up for those students for motivation and support in the language arts areas. Florida Standadrs will be implemented in Grades K-5 with support from Lead Florida Standards teachers as well the Reading Coach. Principal and Assistant Principal will have an incentive program set up with teams competing with each other on words read each month schoolwide.

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

Ward-Highlands has taken many steps to ensure a positive working relationship between teachers. Administration has constructed the school schedule so to allow grade level teachers to have alike specials times. This initiative allows for teachers to collaborate on student issues, lesson planning, etc. Upper grade level teachers are allowed to team teach which allows them to teach to their strengths and focus their planning time.

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

Administration assigns a veteran teacher to each beginning teacher. Once per week meetings occur to ensure the new teacher are getting information disseminated and explained effectively. Administration holds a back to school breakfast as well as a curriculum orientation to introduce the new curriculum materials. The Assistant Principal and Principal will ensure teachers feel supported and are given staff development opportunities as needed.

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

Rice-Sparkman
Ms. Rice, a seasoned ESE teacher, will offer support to Kristi Sparkman who is new to teaching elementary ESE. They will also have once per week meetings, behavioral strategy ideas, lesson planning ideas, ENCORE training and support, as well as grading and assessments information shared.
Minetti-Trias
Mrs. Minetti, a seasoned ESE teacher, will offer support to Trent Trias who is new to teaching ESE. They will also have once per week meetings, lesson planning ideas, ENCORE training and support, as well as grading and assessments information shared.

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

All students are serviced with Tier 1 core instruction, while 85% of students should be effectively meeting learning goals. Training will be provided to teachers for new standards and professional development opportunities with the item specifications. Curriculum maps will be implemented with fidelity while using Wonders Reading Series and Go Math!; both of which are constructed with Florida standards in mind.

Instructional Strategies

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

The school leadership/literacy team along with teachers' input use data during Progress Monitoring Planning (PMP) to develop intervention groups designed to target students' academic weaknesses and raise performance. The team also uses AIMS web data to gauge student progress and Florida state assessment scores to determine student's abilities and growth. Once students are identified supplemental programs are put in place to raise student performance. For instance, math tutoring is done by administrators with the lowest 20 students twice per week leading up to the state assessment to target key skills. EIR, Reading Mastery, Corrective Reading and Reading Rewards is used in a small group setting to target nonproficient reading skills and are district approved.

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

Small groups focus on targeted areas of deficiency and skills that students are currently nonproficent with.

Strategy Rationale

By addressing these areas in small groups with district approved, research-based reading strategies we liken the chances students will raise their performance.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Stoddard, Angela, angela.stoddard@marion.k12.fl.us

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

AIMS web, benchmark, and progress monitoring data will be collected monthly and discussed at problem solving team meetings. When students have shown improvement the team will consider altering their individual plan.

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

Our ESE Pre-K teachers host parent meetings for parents of ESE children for whom we serve. Each spring, our Guidance Dept. is contacted by preschools that serve our school concerning registration information, transportation, tours, and school hours. In addition, anytime a parent registers a child for Kindergarten, a readiness handout is distributed.
Each fall, the administration and Kindergarten teachers conduct an orientation for incoming Kindergarten families prior to the start of school. This gives parents an overview of the school, the School Improvement Plan, and an opportunity to ask questions.
In addition, VPK is offered in the county to assist with preschool transitioning. The Elementary Director from the district office evaluates the quality and effectiveness of these transition programs. During the first month of school, FLKRS is used to assess student readiness rates and to determine individual student needs to be addressed by the Kindergarten and remedial teachers.

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

Though Ward-Highlands is a Prek-5 school, we do have an annual Career Day used to introduce students to the different careers/jobs that help the community function. Guests share how a passion for knowledge and learning has helped them be successful.

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

Ward-Highlands is a Prek-5 school.

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

Ward-Highlands is a Prek-5 school.

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

Ward-Highlands is a Prek-5 school.

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 have teachers effectively delivering differentiated instruction during all academic instructional subject areas, then we will raise student performance according to the annual statewide assessments.

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 have teachers effectively delivering differentiated instruction during all academic instructional subject areas, then we will raise student performance according to the annual statewide assessments. 1a

Targets Supported 1b

G036124

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	70.0
FAA Writing Proficiency	40.0
FSA - Mathematics - Proficiency Rate	75.0
FCAT 2.0 Science Proficiency	80.0

Resources Available to Support the Goal 2

- Intervention teacher will use Corrective Reading with students who scored a Level 1 or 2 on FCAT the previous school year.

- Reading Mastery and EIR will be used for K-2 intervention programs.

- SuccessMaker Reading and Math programs will be used as interventions with struggling students.

- STAR days will be utilized school-wide to familiarize stduents with science concepts, terms, startegies, etc.

- National Geographic Science series and lab kits.

- Acaletics math program.

Targeted Barriers to Achieving the Goal 3

- Getting all students who need the program scheduled without taking away from core academic subject areas.

- Students lack the background knowledge and skills in the area of writing to perform on-grade level.

- Teachers need training on how to differentiate instruction to reach all student levels in their class.

- Students lack basic math facts and common math terminology background.

Plan to Monitor Progress Toward G1. 8

AimsWeb data and Performance Matters

Person Responsible
Angela Stoddard

Schedule
Quarterly, from 9/15/2014 to 5/29/2015

Evidence of Completion
Improvement of scores over time.

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 have teachers effectively delivering differentiated instruction during all academic instructional subject areas, then we will raise student performance according to the annual statewide assessments. 1

🔑 G036124

G1.B1 Getting all students who need the program scheduled without taking away from core academic subject areas. 2

🔑 B086461

G1.B1.S1 Scheduling a Triple I time in the school-wide Master Schedule to eliminate any scheduling conflicts. 4

🔑 S097169

Strategy Rationale

Taking this step in the planning phase of the school year will provide teachers with the extra time needed to address student short-comings.

Action Step 1　5

Train Intervention teacher and Title I paraprofessionals.

Person Responsible

Angela Stoddard

Schedule

Weekly, from 9/8/2014 to 5/29/2015

Evidence of Completion

Fidelity checks from Reading Coach

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

AimsWeb monthly assessments are used for Progress Monitoring. Data will be checked to see if the programs are being effective.

Person Responsible

Angela Stoddard

Schedule

Quarterly, from 9/15/2014 to 5/29/2015

Evidence of Completion

Improvement in scores.

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

During Progress Monitoring meetings data from AimsWeb as well as Mastery Checks Assessments will be looked at and monitored to ensure students are making growth.

Person Responsible

Angela Stoddard

Schedule

Monthly, from 9/8/2014 to 5/29/2015

Evidence of Completion

Improvement over time as seen by the data.

G1.B2 Students lack the background knowledge and skills in the area of writing to perform on-grade level.
2

B110515

G1.B2.S1 Teachers will implement Wonders writing curriculum to guide ELA instruction and focus on writing skills. 4

S121972

Strategy Rationale

By using a writing curriculum that coincides with the regular reading curriculum, teachers will be able to seemlessly transition and relate ELA instruction.

Action Step 1 5

Teachers will implement Wonders writing curriculum in their classrooms for core writing instrcution.

Person Responsible

Heather Lipira

Schedule

Quarterly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Administartion will monitor classroom instruction as well as review online gradebooks of teachers to ensure writing instruction is taking place in classrooms. AP will use scores to guage the progress of students' performance. Administrators will also use informal walk-throughs and observations to monitor classroom process.

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

School literacy team will meet to monitor student progress.

Person Responsible

Heather Lipira

Schedule

Quarterly, from 9/15/2014 to 5/29/2015

Evidence of Completion

The school literacy team will attend quartely PMP meetings to monitor student progress and performance. Students' demand writing scores will be reviewed to determine effectivness.

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

School literacy team will meet to monitor student progress.

Person Responsible

Heather Lipira

Schedule

Quarterly, from 9/15/2014 to 5/29/2015

Evidence of Completion

The school literacy team will attend quartely PMP meetings to monitor student progress and perfromance. Students' demand writing scores will be reviewed to determine effectivness.

G1.B3 Teachers need training on how to differentiate instruction to reach all student levels in their class. `2`

🔧 B110558

G1.B3.S1 Teachers will be provided with professional development oppurtunities to learn to plan and implement lessons that target the students' varying modalities. `4`

🔧 S122047

Strategy Rationale

By providing teachers with differentiated instructional strategies they will be better prepared to vary lessons to target individual student needs.

Action Step 1 `5`

Administartion will implement professional development trainings for teachers targeted at differentiated instruction.

Person Responsible

Heather Lipira

Schedule

Quarterly, from 9/15/2014 to 5/29/2015

Evidence of Completion

Administrators will monitor students' progress through the online gradebook. Administrators will also monitor the classroom implementation through the use of informal and fomal walk-throughs and observations.

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

Administrators will review teacher gradebooks to monitor student progress.

Person Responsible

Heather Lipira

Schedule

Quarterly, from 9/15/2014 to 5/29/2015

Evidence of Completion

Improved student scores.

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

Teacher professional development surveys.

Person Responsible

Heather Lipira

Schedule

Quarterly, from 9/15/2014 to 5/29/2015

Evidence of Completion

Teacher surveys will be used to gauge the effectiveness of trainings. Teachers will be given the oppurtunity to provide feedback as well as ask questions or request follow up trainings.

G1.B4 Students lack basic math facts and common math terminology background. 2

B110652

G1.B4.S2 Teachers grades 3rd through 5th grade will implement the use of Acaletics math program with students. 4

S122132

Strategy Rationale

Acaletics is a cyclical, 100 day math program designed to review math problems from the 5 core areas prior to state standardized testing.

Action Step 1 5

Teachers will utilize the Acaletics math program daily with students in grades 3rd through 5th.

Person Responsible

James Byard

Schedule

Daily, from 8/25/2014 to 3/16/2015

Evidence of Completion

Administrators will monitor students progress using math mastery checks and Acaletics pre- and post- test assessment scores.

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

Administration observations and review of assessmnet scores.

Person Responsible

James Byard

Schedule

Biweekly, from 8/25/2014 to 3/16/2015

Evidence of Completion

Administrators will monitor student's performance using data tracking software to determine the effectiveness of Acaletics math program. Scores from math Mastery Checks and Aclaetics Pre- and Pos-Test will be used.

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

Administration observations and review of assessmnet scores.

Person Responsible

James Byard

Schedule

Biweekly, from 8/25/2014 to 3/16/2015

Evidence of Completion

Administrators will monitor student's performance using data tracking software to determine the effectiveness of Acaletics math program. Scores from math Mastery Checks and Aclaetics Pre- and Pos-Test will be used.

G1.B4.S3 Teachers grades 1-5 will continuously monitor students' progress of mastering math facts through biweekly facts quizes. 4

S127208

Strategy Rationale

By having a more complete understanding of their students' needs, teacher will be better prepared to provide individual instruction to supply student with needed instruction.

Action Step 1 5

Teachers will be supplied with biweekly math facts quizes to determine students' proficiency.

Person Responsible

Heather Lipira

Schedule

Biweekly, from 9/8/2014 to 5/29/2015

Evidence of Completion

Administration and teachers will review student grades to determine the success of student performance and use that data to differentiate instruction.

Plan to Monitor Fidelity of Implementation of G1.B4.S3 6

Administrators will use student gradebook, informal walk throughs and class observations to determine the success of the strategy.

Person Responsible

Heather Lipira

Schedule

Biweekly, from 9/8/2014 to 5/29/2015

Evidence of Completion

Administration and teachers will review student grades to determine the success of student performance and use that data to differentiate instruction.

Plan to Monitor Effectiveness of Implementation of G1.B4.S3 7

Administrators will use student gradebook, informal walk throughs and class observations to determine the success of the strategy.

Person Responsible

Heather Lipira

Schedule

Biweekly, from 9/8/2014 to 5/29/2015

Evidence of Completion

Administration and teachers will review student grades to determine the success of student performance and use that data to differentiate instruction.

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	Train Intervention teacher and Title I paraprofessionals.	Stoddard, Angela	9/8/2014	Fidelity checks from Reading Coach	5/29/2015 weekly
G1.B3.S1.A1	Administartion will implement professional development trainings for teachers targeted at differentiated instruction.	Lipira, Heather	9/15/2014	Administrators will monitor students' progress through the online gradebook. Administrators will also monitor the classroom implementation through the use of informal and fomal walk-throughs and observations.	5/29/2015 quarterly
G1.B2.S1.A1	Teachers will implement Wonders writing curriculum in their classrooms for core writing instrcution.	Lipira, Heather	8/18/2014	Administartion will monitor classroom instruction as well as review online gradebooks of teachers to ensure writing instruction is taking place in	5/29/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				classrooms. AP will use scores to guage the progress of students' performance. Administrators will also use informal walk-throughs and observations to monitor classroom process.	
G1.B4.S2.A1	Teachers will utilize the Acaletics math program daily with students in grades 3rd through 5th.	Byard, James	8/25/2014	Administrators will monitor students progress using math mastery checks and Acaletics pre- and post- test assessment scores.	3/16/2015 daily
G1.B4.S3.A1	Teachers will be supplied with biweekly math facts quizes to determine students' proficiency.	Lipira, Heather	9/8/2014	Administration and teachers will review student grades to determine the success of student performance and use that data to differentiate instruction.	5/29/2015 biweekly
G1.MA1	AimsWeb data and Performance Matters	Stoddard, Angela	9/15/2014	Improvement of scores over time.	5/29/2015 quarterly
G1.B1.S1.MA1	During Progress Monitoring meetings data from AimsWeb as well as Mastery Checks Assessments will be looked at and monitored to ensure students are making growth.	Stoddard, Angela	9/8/2014	Improvement over time as seen by the data.	5/29/2015 monthly
G1.B1.S1.MA1	AimsWeb monthly assessments are used for Progress Monitoring. Data will be checked to see if the programs are being effective.	Stoddard, Angela	9/15/2014	Improvement in scores.	5/29/2015 quarterly
G1.B2.S1.MA1	School literacy team will meet to monitor student progress.	Lipira, Heather	9/15/2014	The school literacy team will attend quartely PMP meetings to monitor student progress and perfromance. Students' demand writing scores will be reviewed to determine effectivness.	5/29/2015 quarterly
G1.B2.S1.MA1	School literacy team will meet to monitor student progress.	Lipira, Heather	9/15/2014	The school literacy team will attend quartely PMP meetings to monitor student progress and performance. Students' demand writing scores will be reviewed to determine effectivness.	5/29/2015 quarterly
G1.B3.S1.MA1	Teacher professional development surveys.	Lipira, Heather	9/15/2014	Teacher surveys will be used to gauage the effectiveness of trainings. Teachers will be given the oppurtunity to provide feedback as well as ask questions or request follow up trainings.	5/29/2015 quarterly
G1.B3.S1.MA1	Administrators will review teacher gradebooks to monitor student progress.	Lipira, Heather	9/15/2014	Improved student scores.	5/29/2015 quarterly
G1.B4.S2.MA1	Administration observations and review of assessmnet scores.	Byard, James	8/25/2014	Administrators will monitor student's performance using data tracking software to determine the effectiveness of Acaletics math program. Scores from math Mastery Checks and Aclaetics Pre- and Pos-Test will be used.	3/16/2015 biweekly
G1.B4.S2.MA1	Administration observations and review of assessmnet scores.	Byard, James	8/25/2014	Administrators will monitor student's performance using data tracking software to determine the effectiveness of Acaletics math program. Scores from math Mastery Checks and Aclaetics Pre- and Pos-Test will be used.	3/16/2015 biweekly
G1.B4.S3.MA1	Administrators will use student gradebook, informal walk throughs and class observations to determine the success of the strategy.	Lipira, Heather	9/8/2014	Administration and teachers will review student grades to determine the success of student performance and use that data to differentiate instruction.	5/29/2015 biweekly
G1.B4.S3.MA1	Administrators will use student gradebook, informal walk throughs and	Lipira, Heather	9/8/2014	Administration and teachers will review student grades to determine the	5/29/2015 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	class observations to determine the success of the strategy.			success of student performance and use that data to differentiate instruction.	

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.

Budget Rollup

Summary	
Description	**Total**
Grand Total	**0**