Wyomina Park Elementary School

2014-15 School Improvement Plan

Wyomina Park Elementary School

511 NE 12TH AVE, Ocala, FL 34470

[no web address on file]

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	Yes	71%

Alternative/ESE Center	Charter School	Minority
No	No	60%

School Grades History

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

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

Help all learners be the best they can be and enhance the opportuntiites for parental and community involvement within our school.

Provide the school's vision statement

Leaading our students in academic growth.

School Environment

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

Cultural beliefs and customs are shared with the staff through the school's morning show announcements and master calendar. Teachers celebrate a variety of cultures throughout the school year through the use of academic and non-academic activities some of which involve children sharing their experiences.

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

Various staff members are strategically placed at entrance and exit points in the morning and afternoon to watch children come to and leave school.
Members of the administrative team are placed in specific "high-traffic" areas to monitor students during the arrival and dismissal periods.
No child is allowed to walk by his or herself during the course of the day.
The administrative team takes a very active role when any type of danger or threat is posed to the student body. The staff has been trained to actively look for printed badges or name tags on unfamiliar personnel. That unfamiliar person is asked to go directly to the front office and sign in. If the person refuses, the front office is notified immediately.
The morning show emphasizes the right to learn and feel safe on a daily basis.
Code Yellow and Red alerts are practiced four times a year, instead of the mandatory one time practice in order for the students and staff to be better prepared.

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

Wyomina Park is a PBS school. Protocol is reviewed during preplanning week and systematically followed by the Dean. The school also utilizes the MTSS protocol when needed for Tier II and Tier III students.

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

The Leadership team reviews students who demonstrate a need for counseling and mentoring on a weekly basis. Students are placed into small counseling groups according to need. Some students require a check-in/check-out process throughout the day (for mentoring or a part of a specific

behavior plan). Specific members of the staff are utilized for the check-in/check-out process based on the relationship they have with the student(s).

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 district provides access to Performance Matters which helps aggregate data targeted for specific students. This data is discussed weekly at the school's Leadership Team meeting. Students are tracked to determine improvements. If no improvement, parent contact is made to schedule a meeting with the Guidance Counselor and Social Worker and if needed, Administration.

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	26	29	21	24	21	10	131
One or more suspensions	12	3	6	14	11	9	55
Course failure in ELA or Math	13	18	20	14	9	12	86
Level 1 on statewide assessment	0	0	0	57	33	25	115

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	5	
Students exhibiting two or more indicators	2	1	1	2	4	3	13

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

-Weekly monitoring to determine if issue is improving or getting worse
-iii is organized to maximize the amount of groups, keeping the numbers of students in each group 6 or less
-Synergy team weeks bi-monthly to continually monitor students in need
-Title I Paraprofessionals progress monitor weekly using a systematic approach
-Title I Paraporfessionals are allotted planning time to effectively deliver instruction based on student feedback
-After school tutoring will be implemented in January
-Attendance incentives are awarded for students with postitive attendance

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

During the 2013-2014 school year, 70% (350) of WPE parents will participate in at least one parent involvement activity. For complete details see our Parent Involvement Plan.

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

Community partnerships are continually invited to participate in school events that take place during non-student contact time. Parners are invited to attend and become members of the SAC at the beginning of each year and kept up to date regarding school decision making. Meetings are held with individual partners to help benefit the school.

Effective Leadership

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

School Leadership Team

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

Name	Title
Niznik, Valda	Principal

Duties

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

Valda Niznik, Principal - provides leadership, input, and over all guidance to the group
Karen English, Assistant Principal - provides overall input (academic and behavioral) and ensures the meeting in streamlined. Ensures the PMP is being adhered to, followed and monitored.
Kerry Swan, Guidance Counselor – Parent Liaison regarding status of PMP, testing, etc. Facilitates the meeting with the Principal or Assistant Principal. Also offers insight towards emotional well-being of students.
Candice Scott, School Psychologist – Data interpretation, facilitator (when needed), conducts formal and informal student observations, conducts testing
Emily Giovanelli, Social Worker – provides input on outside factors that may impact student learning and behavior
Wes Bastie, Dean – facilitates behavior PMPs and SATs, offers insight to child behaviors, recommends behavioral interventions; monitors programs in place for behavior cases
Isabel Goenaga, Behavior Specialist – reports test results and offers behavioral interventions
Classroom teacher – writes the PMP, meets with the Assistant Principal & Principal, provides interventions, reports intervention progress
Tonya Epps, Reading Coach - provides input on instructional strategies
Amy Meskimen, Intervention Teacher - provide input on instructional strategies

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 core team meets on a regular basis to discuss school-wide concerns and to develop a focus based on data. After each school wide assessment, the team meets to discuss trends and possible actions needed. On a quarterly basis the team meets with each classroom teacher to monitor the response of each student individually to interventions put in placed based on data and to make further recommendations. The team may also be called to meet as situations arise regarding placement of new students and severe behavior issues. Monthly, one or more members of the team meet with grade levels to share grade level data and to discuss student data.

Step 1: Problem Identification – identify and define the target problem

Step 2: Problem Analysis – attempt to determine why the problem is occurring

Step 3: Intervention Design - decide what is going to be done about the problem

Step 4: Response to Intervention –Monitor progress and determine "Is it working?"

Title I, Part A

Wyomina Park Elementary has several programs that coordinate with other state and federal dollars available and integrate federal and state programs so that the school can meet state and NCLB requirements.

Specifically:

Title I Part A - Provides funding for additional paraprofessionals needed to work with at-risk students as well as staff development and parent involvement.

Title I, Part C- Migrant

Title I – Part C – Migrant Program: District funds are used to purchase:

• School supplies,

• Fund a Migrant Liaison that works with schools and families to identify students and provide need referrals for families who meet the federal eligibility to participate in the program.

Title II – Part A: - District provides staff development activities to improve basic educational programs and to assist administrators and teachers in meeting highly qualified status.

Title II – Part D: - District receives supplemental funds for improving their basic education programs through the purchase of

small equipment to supplement education programs and technology in classrooms which will increase the instructional strategies

provided to students and in addition, for instructional software that will enhance literacy and math skills of struggling students and early childhood students

Title III – Part A: Services are provided through the District, for education materials and ELL district support services on an as needed basis to improve the education of immigrant and English Language Learners

Title X: District Homeless Social Worker provides resources (Clothing, school supplies, social services referrals….) for student identified homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Dropout prevention and academic intervention are funded through the Florida Education Finance Program (FEFP) and Supplemental Academic Instruction categorical funds. School districts have flexibility in how SAI funds may be expended as long as dollars are used to help students gain at least a year of knowledge for each year in school and to prevent students from being left behind. Supplemental instruction strategies may include, but are not limited to modified curriculum, intensified reading instruction, after school instruction, tutoring, mentoring, class size reduction, and extended school year intensive skills development during summer school.

District receives funds for programs such as Red Ribbon Week and Bullying Prevention that support prevention of violence in and around the school and that prevent the illegal use of alcohol, tobacco, drugs and foster a safe, drug free learning environment that supports student achievement.

Florida Department of Agriculture and Consumer Services offers a grant to schools in the State of Florida. There is an application process to determine eligibility. Through the statewide application

process for The Fresh Fruit and Vegetable Program only the schools with the highest Free/Reduced percentages were chosen. For the 2012-2013 school year Wyomina Park Elementary is one of two hundred and thirty schools statewide to be chosen and one of only six schools in Marion County. Pre-Kindergarten program offered at selected school sites and State funded Pre-K program offered at select school during the school year and summer.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Tina Peterson	Parent
Valda Niznik	Principal
Toby Doerffel	Parent
Larry Doerffel	Business/Community
Susan Johnson	Teacher
Selena Davis	Parent
	Student
Brandy Kohl	Parent
Kristi Barberie	Teacher
	Student

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

Data indicates that last year's plan did not effectively grow students in the level 3, 4 & 5. Data indicates that we made great gains with our LBQ students.

Development of this school improvement plan

School data was shared with the SAC and a review of the current plan was done. SAC members provided input on areas that needed to be targeted in the 2013-2014 plan. Principal and assistant principal addressed areas of concern brought up by the members and a plan was discussed to address the areas that data indicated we needed to address.

Preparation of the school's annual budget and plan

Leadership team met in the Spring of 2014 to determine programs to continue and programs to eliminate. Several new activities and expenditures were discussed and written into the plan.

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

School Improvement Funds do not exist for SY 2014-2015.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
No

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

The teachers who plan to serve on SAC have been voted and are in place. Parents and the community are being invited to attend our first meeting of the year scheduled in October using a variety of methods (flyers, Alert Now, Connect 5 and word of mouth.

Literacy Leadership Team (LLT)

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

Name	Title
Niznik, Valda	Principal
English, Karen	Assistant Principal
Epps, Tonya	Instructional Coach
Meskimen, Amy	Other

Duties

Describe how the LLT promotes literacy within the school

The LLT will work on providing support to our teachers during their iii reading instruction in K-5 through the use of Title I Paraprofessionals.We will work with our LLT to increase reading fluency and vocabulary in our students and promote literacy school wide.
The team meets monthly to discuss the academic progress of our students. The team reviews data from a variety of sources to help teachers determine which students needed specific enrichment or support.

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 2014-2015 master schedule was revised to provide teachers two additional days of collaborative planning. Title I money was set aside to provide all staff members with 4 days of collaborative planning and data analysis. Faculty meetings will be utilized to provide quality professional development, examine the student standards and align them with the teacher evaluation rubric and share best practices that fall into the Highly Effective category.

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

The principal and assistant principal recruit current employees who have completed education programs and exhibit the desired qualities, post positions on district on-line Job Board, and partner new teachers with veteran staff.

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

Weekly grade level teams meet to discuss issues and concerns facing the grade level. They share ideas for lesson planning and best practices. Throughout the school year grade level teams meet for targeted staff development days and support each other in meeting the needs of the students in their classroom. During classroom observations by the school administrators, teachers who are struggling with

instructional practices are paired with a teacher who has demonstrated the ability to meet student needs. Additional classroom observations are made with follow up meetings with either the principal or assistant principal to discuss the instructional practices and whether or not improvement is being made.

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

Instructional materials are decided by the state and the district uses teams of teachers and administrators to review materials using a rubric to decide the materials purchased.

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 principal and assistant principal meet once a month with each grade level. This time is reserved to discuss student data, understand what students need to know and be able to do and develop strategies for effective instruction.

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

The four collaborative planning days will focus on data disaggregation to plan instruction and continued training in Gradual Release and Marzano's top 3 high effect size strategies.

Strategy Rationale

These strategies were chosen because they are research based. Also instruction can be much more thorough when time for planning and collaboration is allowed.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
English, Karen, karen.english@marion.k12.fl.us

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

Students are given a pre-test at the beginning of the tutoring session and then a post-test. We look at the result to determine whether or not the student has made reading improvement. During the 6-week tutoring session which is two days a week, teachers gather data to monitor reading improvement and use the data to adjust tutoring lessons to meet the needs of students.

Strategy: Extended School Day
Minutes added to school year: 720

Provide after school tutoring for a six week period in order to help students master math skills that they have been unable to master.

Strategy Rationale

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

Students are given a pre-test at the beginning of the tutoring session and then a post-test. We look at the result to determine whether or not the student has made improvement in mastering targeted math skills. During the 6-week tutoring session which is two days a week, teachers gather data to monitor improvement and use the data to adjust tutoring lessons to meet the needs of students.

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 transitioning into local elementary schools. Six (6) students per day attend school the first four days giving staff the opportunity to administer assessments, to develop one-on-one relationships with students and to eliminate anxiety is the primary focus of STAGGER START. FAIR and FLKRS are tools used to determine readiness needs. Florida's Voluntary Pre-K, Headstart, and Hippy (Home Instruction for Parents of Preschool Youngsters) are programs currently implemented throughout the district to assist preschoolers with early literacy skills. Ongoing communication is provided to parents regarding these programs. Federal and state funding is used provide programs for our preschool children.

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

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

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

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

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 teachers use a uniform infrastructure to support effective Tier I instruction in all subjects, then the quality of instruction will improve resulting in increased student achievement.

G2.   Through effective leadership and collaborative teaching, teachers will engage in professional development that will clearly define differentiated instruction so that teachers can effectively implement differentiated instruction on a daily basis.

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 teachers use a uniform infrastructure to support effective Tier I instruction in all subjects, then the quality of instruction will improve resulting in increased student achievement. `1a`

🔑 G036132

Targets Supported `1b`

Indicator	Annual Target
AMO Math - All Students	68.0
AMO Reading - All Students	73.0

Resources Available to Support the Goal `2`

- We have Common Core Lead Teachers K-2 and 3-5 who attended training and then will facilitate collaborative meetings with teachers who teach Math and Reading, district developed Moodle courses to provide staff development for teachers in teaching lessons that meet Florida Standards in Mathematics and Reading.

Targeted Barriers to Achieving the Goal `3`

- Students who are non-proficient in Reading need additional time to master decoding skills in order to increase conprehension.

- Florida Standards are now incorporated in our Reading and Math instruction. This is still new to the teachers and expectations have not been clearly identified.

- Students who are non-proficient in Math need additional time to master basic math skills and apply them in problem solving.

Plan to Monitor Progress Toward G1. `8`

The data will vary depending on the intervention program used.

Person Responsible
Tonya Epps

Schedule
Monthly, from 9/30/2014 to 5/15/2015

Evidence of Completion
Assistant Principal and teacher will initial data collected.

Plan to Monitor Progress Toward G1. `8`

The data from walkthroughs and observations will be collected and reviewed by principal and assistant principal on a quarterly basis.

Person Responsible
Valda Niznik

Schedule
Quarterly, from 9/30/2014 to 5/26/2015

Evidence of Completion

G2. Through effective leadership and collaborative teaching, teachers will engage in professional development that will clearly define differentiated instruction so that teachers can effectively implement differentiated instruction on a daily basis. 1a

🔍 G036137

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	68.0
AMO Reading - All Students	73.0
FCAT 2.0 Science Proficiency	62.0
FAA Writing Proficiency	66.0

Resources Available to Support the Goal 2

• fsassessments.org

Targeted Barriers to Achieving the Goal 3

• Teachers are unfamiliar with the mechanics of the new Writing assessment.

Plan to Monitor Progress Toward G2. 8

Teachers will evaluate and record writing to monitor progress of students toward the goal of meeting proficiency in writing. 3rd, 4th and 5th grade writing teachers will meet at least monthly to examine student writing to determine strengths and weaknesses in the individual and group of students to guide lesson planning for writing instruction.

Person Responsible
Karen English

Schedule

Evidence of Completion
Notes from meetings will be kept.

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 teachers use a uniform infrastructure to support effective Tier I instruction in all subjects, then the quality of instruction will improve resulting in increased student achievement. `1`

🔍 G036132

G1.B1 Students who are non-proficient in Reading need additional time to master decoding skills in order to increase conprehension. `2`

🔍 B086472

G1.B1.S1 Continue iii organization and train paraprofessionals and teachers to address targeted and specific instruction based on student need. `4`

🔍 S097181

Strategy Rationale

If all involved are trained, the programs will be implemented with fidelity and result in increased student achievement.

Action Step 1 `5`

Train teachers and paraprofessionals the intervention instructional programs.

Person Responsible

Tonya Epps

Schedule

On 9/5/2014

Evidence of Completion

Each individual must turn in data binders on a weekly basis for review

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

Principal, Assistant Principal and Reading coach will regularly monitor iii groups. Binders collecting student data will be turned in and reviewed by Reading Coach.

Person Responsible

Tonya Epps

Schedule

Weekly, from 9/8/2014 to 5/15/2015

Evidence of Completion

Data/attendance binders

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

Binders will be reviewed on a monthly basis to monitor student progress and determine if student requires additional intervention.

Person Responsible

Tonya Epps

Schedule

Monthly, from 9/30/2014 to 5/15/2015

Evidence of Completion

The data collected on students will be kept in a chart for easy review.

G1.B2 Florida Standards are now incorporated in our Reading and Math instruction. This is still new to the teachers and expectations have not been clearly identified. 2

B086473

G1.B2.S1 Provide support to Reading and Mathematics teachers through training and collaborative planning sessions for developing deeper thinking in Mathematics and Reading through the use of technology with a focus on Florida Standards and high yield instructional strategies. 4

S097182

Strategy Rationale

Action Step 1 5

We will provide staff development to Mathematics and Reading teachers through the use of substitute teachers, supplies, and resources to teachers.

Person Responsible

Karen English

Schedule

Monthly, from 9/19/2014 to 4/24/2015

Evidence of Completion

Staff Development sign in sheets.

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

A review of the staff development activities will be done.

Person Responsible

Valda Niznik

Schedule

Monthly, from 9/19/2014 to 4/20/2015

Evidence of Completion

Sign in sheets from each staff development activity will be collected.

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

We will collect data on the number of teachers who attend school based staff development activities.

Person Responsible

Valda Niznik

Schedule

Monthly, from 9/19/2014 to 4/20/2015

Evidence of Completion

Leadership meeting notes will reflect the review of the data on staff development activities.

G1.B3 Students who are non-proficient in Math need additional time to master basic math skills and apply them in problem solving. 2

🔑 B115595

G1.B3.S1 Change the focus of staff meetings and monthly grade level meetings to share instructional strategies and discuss successful strategies. 4

🔑 S127216

Strategy Rationale

Maintain focus on bottom quartile and reinforce instructional expectations for the 2014-2015 SY.

Action Step 1 5

Organize teachers by grade level at faculty meetings. Prior to the meetings, teachers will be asked to meet as a team and bring one successful instructional strategy to share. During the faculty meeting, teachers will carousel to each grade level to listen to the instruction, then come back as a whole group and share how instruction will change as a result of what they learned.

Person Responsible

Valda Niznik

Schedule

Biweekly, from 9/17/2014 to 5/20/2015

Evidence of Completion

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

Data collected from walk-throughs and observations.

Person Responsible

Valda Niznik

Schedule

Weekly, from 9/24/2014 to 5/29/2015

Evidence of Completion

The number of Effective and Highly Effective will increase.

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

Monthly grade level meetings will focus on questions and professional development.

Person Responsible

Valda Niznik

Schedule

Monthly, from 10/6/2014 to 5/14/2015

Evidence of Completion

Data from walkthroughs and observations will show an increase in Effective and Highly Effective ratings compared to last year.

G2. Through effective leadership and collaborative teaching, teachers will engage in professional development that will clearly define differentiated instruction so that teachers can effectively implement differentiated instruction on a daily basis. 1

🔍 G036137

G2.B1 Teachers are unfamiliar with the mechanics of the new Writing assessment. 2

🔍 B086479

G2.B1.S1 The Reading Coach will receive curriculum updates throughout the year and share with the fourth and fifth grade teachers. Teachers will be provided time to explore FLDOE's resources and apply strategies in the classroom. 4

🔍 S097189

Strategy Rationale

At this time, we have very little knowledge about the content and format for the new Writing assessment. The coaches receive timely updates about the new assessment and curriculum weekly. We have been advised to use the current resources on the FS assessment website because they are the most accurate.

Action Step 1 5

4th and 5th Grade teachers will work together with the academic coach to score the first demand writing prompt using anchor papers from Florida DOE to ensure teachers are calibrated in their scoring and instruction. Teachers will switch papers to score student writing to make sure they continue to be calibrated in the scoring of student writing.

Person Responsible

Tonya Epps

Schedule

Monthly, from 10/29/2014 to 5/6/2015

Evidence of Completion

Papers used to calibrate teacher scoring will have two scores on them and will be kept in a file by the teacher until the end of the year.

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

Staff Development sign in sheets will be monitored.

Person Responsible

Karen English

Schedule

Monthly, from 9/26/2014 to 5/8/2015

Evidence of Completion

Sign in sheets and samples of the papers that were scored.

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

Teachers will enter the Writing Scores in to Performance Matters and after the scores are entered the teachers, Reading Coach, Intervention Teacher, and Assistant Principal and/or Principal will meet to discuss the results.

Person Responsible

Karen English

Schedule

Evidence of Completion

A copy of the scores for the quarterlyWriting Assessments will be printed and kept in the Title 1 box.

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 teachers and paraprofessionals the intervention instructional programs.	Epps, Tonya	8/29/2014	Each individual must turn in data binders on a weekly basis for review	9/5/2014 one-time
G1.B2.S1.A1	We will provide staff development to Mathematics and Reading teachers through the use of substitute teachers, supplies, and resources to teachers.	English, Karen	9/19/2014	Staff Development sign in sheets.	4/24/2015 monthly
G2.B1.S1.A1	4th and 5th Grade teachers will work together with the academic coach to score the first demand writing prompt using anchor papers from Florida DOE to ensure teachers are calibrated in their scoring and instruction. Teachers will switch papers to score student	Epps, Tonya	10/29/2014	Papers used to calibrate teacher scoring will have two scores on them and will be kept in a file by the teacher until the end of the year.	5/6/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	writing to make sure they continue to be calibrated in the scoring of student writing.				
G1.B3.S1.A1	Organize teachers by grade level at faculty meetings. Prior to the meetings, teachers will be asked to meet as a team and bring one successful instructional strategy to share. During the faculty meeting, teachers will carousel to each grade level to listen to the instruction, then come back as a whole group and share how instruction will change as a result of what they learned.	Niznik, Valda	9/17/2014		5/20/2015 biweekly
G1.MA1	The data will vary depending on the intervention program used.	Epps, Tonya	9/30/2014	Assistant Principal and teacher will initial data collected.	5/15/2015 monthly
G1.MA2	The data from walkthroughs and observations will be collected and reviewed by principal and assistant principal on a quarterly basis.	Niznik, Valda	9/30/2014		5/26/2015 quarterly
G1.B1.S1.MA1	Binders will be reviewed on a monthly basis to monitor student progress and determine if student requires additional intervention.	Epps, Tonya	9/30/2014	The data collected on students will be kept in a chart for easy review.	5/15/2015 monthly
G1.B1.S1.MA1	Principal, Assistant Principal and Reading coach will regularly monitor iii groups. Binders collecting student data will be turned in and reviewed by Reading Coach.	Epps, Tonya	9/8/2014	Data/attendance binders	5/15/2015 weekly
G1.B2.S1.MA1	We will collect data on the number of teachers who attend school based staff development activities.	Niznik, Valda	9/19/2014	Leadership meeting notes will reflect the review of the data on staff development activities.	4/20/2015 monthly
G1.B2.S1.MA1	A review of the staff development activities will be done.	Niznik, Valda	9/19/2014	Sign in sheets from each staff development activity will be collected.	4/20/2015 monthly
G1.B3.S1.MA1	Monthly grade level meetings will focus on questions and professional development.	Niznik, Valda	10/6/2014	Data from walkthroughs and observations will show an increase in Effective and Highly Effective ratings compared to last year.	5/14/2015 monthly
G1.B3.S1.MA1	Data collected from walk-throughs and observations.	Niznik, Valda	9/24/2014	The number of Effective and Highly Effective will increase.	5/29/2015 weekly
G2.MA1	Teachers will evaluate and record writing to monitor progress of students toward the goal of meeting proficiency in writing. 3rd, 4th and 5th grade writing teachers will meet at least monthly to examine student writing to determine strengths and weaknesses in the individual and group of students to guide lesson planning for writing instruction.	English, Karen	Notes from meetings will be kept.	one-time	
G2.B1.S1.MA1	Teachers will enter the Writing Scores in to Performance Matters and after the scores are entered the teachers, Reading Coach, Intervention Teacher, and Assistant Principal and/or Principal will meet to discuss the results.	English, Karen	A copy of the scores for the quarterlyWriting Assessments will be printed and kept in the Title 1 box.	one-time	
G2.B1.S1.MA1	Staff Development sign in sheets will be monitored.	English, Karen	9/26/2014	Sign in sheets and samples of the papers that were scored.	5/8/2015 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 teachers use a uniform infrastructure to support effective Tier I instruction in all subjects, then the quality of instruction will improve resulting in increased student achievement.

G1.B1 Students who are non-proficient in Reading need additional time to master decoding skills in order to increase conprehension.

G1.B1.S1 Continue iii organization and train paraprofessionals and teachers to address targeted and specific instruction based on student need.

PD Opportunity 1

Train teachers and paraprofessionals the intervention instructional programs.

Facilitator

Tonya Epps

Participants

Teachers and paraprofessionals assigned to specific groups of students in grades 3-5.

Schedule

On 9/5/2014

G1.B2 Florida Standards are now incorporated in our Reading and Math instruction. This is still new to the teachers and expectations have not been clearly identified.

G1.B2.S1 Provide support to Reading and Mathematics teachers through training and collaborative planning sessions for developing deeper thinking in Mathematics and Reading through the use of technology with a focus on Florida Standards and high yield instructional strategies.

PD Opportunity 1

We will provide staff development to Mathematics and Reading teachers through the use of substitute teachers, supplies, and resources to teachers.

Facilitator

Valda Niznik and Karen English

Participants

teachers

Schedule

Monthly, from 9/19/2014 to 4/24/2015

G1.B3 Students who are non-proficient in Math need additional time to master basic math skills and apply them in problem solving.

G1.B3.S1 Change the focus of staff meetings and monthly grade level meetings to share instructional strategies and discuss successful strategies.

PD Opportunity 1

Organize teachers by grade level at faculty meetings. Prior to the meetings, teachers will be asked to meet as a team and bring one successful instructional strategy to share. During the faculty meeting, teachers will carousel to each grade level to listen to the instruction, then come back as a whole group and share how instruction will change as a result of what they learned.

Facilitator

Valda Niznik and Karen English

Participants

teachers

Schedule

Biweekly, from 9/17/2014 to 5/20/2015

G2. Through effective leadership and collaborative teaching, teachers will engage in professional development that will clearly define differentiated instruction so that teachers can effectively implement differentiated instruction on a daily basis.

G2.B1 Teachers are unfamiliar with the mechanics of the new Writing assessment.

G2.B1.S1 The Reading Coach will receive curriculum updates throughout the year and share with the fourth and fifth grade teachers. Teachers will be provided time to explore FLDOE's resources and apply strategies in the classroom.

PD Opportunity 1

4th and 5th Grade teachers will work together with the academic coach to score the first demand writing prompt using anchor papers from Florida DOE to ensure teachers are calibrated in their scoring and instruction. Teachers will switch papers to score student writing to make sure they continue to be calibrated in the scoring of student writing.

Facilitator

Reading Coach and/or Assistant Principal

Participants

4th and 5th grade teachers

Schedule

Monthly, from 10/29/2014 to 5/6/2015

Technical Assistance Items

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

Budget Rollup

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