

Memorial Elementary School



2014-15 School Improvement Plan

Memorial Elementary School

867 MEMORIAL DR, Avon Park, FL 33825

<http://www.highlands.k12.fl.us/~mes/>

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
85%

Alternative/ESE Center
No

Charter School
No

Minority
68%

School Grades History

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

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Monitoring Only	4	Jim Browder
Former F	Turnaround Status	
Yes		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

"Memorial Elementary, together with parents, students, and community, will provide opportunities that prepare all students to be responsible and productive citizens."

Provide the school's vision statement

"Empowering today's children to become tomorrow's leaders."

School Environment

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

Memorial Elementary places a large emphasis on student to student and student to teacher relationships. We understand that the key to successful learning is for students to feel safe and trust their teachers. We pride ourselves on knowing that this occurs at Memorial. One way that we build these relationships is through our mentoring program. Staff members volunteer to mentor students. This includes checking on them throughout the day, encouraging them in their studies, learning about them, and most importantly showing them that someone truly cares about them. At the beginning of the school year, a list of top students demonstrating characteristics of the early warning signs is created. As the school year progresses, we encourage teachers and staff to look for those signs and add students as needed. Our students love this program. Another way that we build relationships is through our dean of students. He provides ways for teachers to work with and help students who are displaying disruptive behaviors be more successful in class.

We work collaboratively with our guidance counselor and parents to learn about our students backgrounds and culture. Many teachers also complete an interest survey to see how students learn best and to determine students' perception of learning. We also have parent surveys that are sent home in both English and Spanish to get parental input.

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

Safety is always at the forefront of all decisions made at Memorial. To ensure that all students are safe, anyone entering the building must check in through the front office. This is the only access that people have into the building. Anyone who checks in to go to a location within the building other than the front office, the drivers license is scanned and run through a system called Raptor which notifies the school if the person checking in has been identified as a sexual predator or offender.

One way that we have helped students feel safe is that we have implemented a bully box. This is a locked box that is displayed in a common area of the school. Students are instructed by teachers that this box is an anonymous way for students to let us know if they are being bullied by another student. This box is checked on a daily basis and all situations are investigated and taken very seriously. Our code of student conduct is followed in any case where bullying has taken place.

Another program that we have implemented is the Leader In Me (LIM) program. This is a program which teaches our students character skills that will help them become more successful leaders. This program teaches respect for themselves, others, how to work collaboratively, and how to make plans and set goals.

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

At Memorial, we have a school wide behavior system which is based on a color-coded chart where each color represents a different level of behavior from Excellence to Parent Contact. All teachers use the same system and parents are informed about all of the components. All students start on "Ready to Learn." Positive choices allow students to move up the chart and negative choices lead to students' clips moving down the color chart. Students can move up and down the chart throughout the entire day. We have found this to be very successful where a student who moves down, can still turn their day around and move back up the chart. Based on this implementation, we have seen a significant decrease in students "giving up" once a poor choice has been made. In order to ensure consistency, all teachers are trained on the chart, the components, and what constitutes a move down.

The behavior system also incorporates PBIS and The Leader in Me. Students are recognized and rewarded for positive actions and choices while working to mold and support the development of unique leadership skills in students. Every Friday, one student from each class is recognized as the Leader of the Week.

The principal, assistant principal and the dean attend a district-wide training for discipline. When student behavior requires that disciplinary action is taken, the administrators and the dean follow the district Code of Conduct. We encourage teachers to openly discuss concerns, and the curriculum leadership team will meet to decide what best meets the needs of our 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

Our school guidance counselor meets with students to address concerns. In addition, we have a school social worker and psychologist who work with students. Students are evaluated based on need or noticeable concerns by staff members and/or parents.

Our school mentoring program allows for students who are identified on our Early Warning list to be mentored by adults, other than their teacher. This provides students with numerous opportunities to be encouraged and supported in not only their academic needs, but also social and emotional.

The Behavior Intervention teacher, ESE Resource teacher, counselor from tri-county services and district mental health counselor meet with students to review appropriate social skills.

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

Our school creates a spreadsheet with all of the early warning signs. Specific student information is displayed so that students with these signs can be easily identified. The spreadsheet is broken down by grade levels so teachers are aware of the early warning signs of their incoming students. This spreadsheet includes: LY/LF status, ESE status, 10 or more absences, 1 or more absences in the first 20 days, 10 more more tardies, 2 or more tardies in the first 20 days, previous retentions, 2 or more referrals, 1 or more suspensions, Ds, Fs, or Ns in reading or math, level 1 on FCAT, level 2 on FCAT, and mobility.

Our school also has a School Attendance Review Committee (SARC) for attendance concerns. On a weekly basis, our data operator checks to see students who have missed 5, 10, or 15 school days. These families receive notification and are required to come in and meet with the committee.

Whenever a student is suspended, parents are notified. We work diligently with the families to find ways to encourage positive behavior. We do our best to keep students in school, using suspensions

as a last resort. If needed, we worked with the Children's Advocacy Center (CAC) to meet additional student and family needs.

Each quarter all teachers meet with administration, guidance, and the reading coach to discuss individual students. At this time, if a student is not progressing or failing a subject interventions are discussed. We discuss strategies and determine if an evaluation is needed.

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	40	32	32	37	28	25	194
One or more suspensions	6	8	7	7	3	8	39
Course failure in ELA or Math	18	28	3	20	12	24	105
Level 1 on statewide assessment	0	0	0	32	16	32	80

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

Indicator	Grade Level					Total
	K	1	2	3	4	
Students exhibiting two or more indicators	56	58	45	64	59	282

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

The school leadership team works together, reviewing student data, to determine appropriate resources for use to assist in meeting needs of students who have any of the early warning signs as well as the Florida Standards. Resources may include the implementation of the Read 180 lab, a math lab, a science lab, and the purchase of additional learning materials. The school leadership team works as a committee and makes decisions regarding resources necessary for the school. Funds are supplemented using grants (Leader in Me, HEC grants, etc.) and shared resources throughout the county. The school leadership team is responsible with ultimate decisions made by the principal and assistant principal. The team meets once monthly and reviews available resources and their appropriate implementation in order to achieve maximum impact.

Family and Community Involvement

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

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/24337>.

Description

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

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

We strive to build community relationships. We invite community members to our monthly Student Advisory Council (SAC) meetings. We encourage and value their input. Each year we have an annual Leadership Day. This is a student led day in which the students display and highlight our school. We send invitations to community members. In addition, seasonal chorus events are held.

Family fun nights take place to encourage parental and family involvement in academic and extracurricular activities. Some of these events include: Spring into Safety, Orlando Science Center Kaboom Show, Science and Safety Night which included The bike safety rodeo, Fish and Wildlife Commission, K9 officers, Bill Jarrett Ford Drive to raise money for The Leader in Me, as well as other community leaders.

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
Waldon, Laura	Principal
Floyd, Courtney	Assistant Principal
Esquibel, Heather	Teacher, K-12
Rivera, Stephanie	Teacher, K-12
Embry, Vicki	Teacher, K-12
Sodrel, Ashley	Teacher, K-12
McGhee, Joshua	Teacher, K-12
Jackson, Kayla	Teacher, K-12
Respress, Elizabeth	Guidance Counselor
Kooiker, Stephanie	Teacher, ESE
Demeri, Shirley	Instructional Coach

Duties

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

Kindergarten through fifth grade curriculum leadership team members gather information through observation, data analysis, and the development of effective instructional strategies.

They will:

- Analyze data
- Identify problems
- Set goals or objectives
- Develop an intervention plan
- Monitor interventions.

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 MTSS team will meet on a regular basis to review student performance and make improvements to the Core curriculum. In addition, they will meet with team leaders and grade levels as needed based on data. The role of the team is to analyze the success of the implemented strategies and to determine if an increased level of intensity or frequency is necessary. The role of the classroom teacher is to implement strategies with fidelity based on data and to collect and analyze the results of the implementation.

1

ELL

The ELL Parent Advisory Council is actively involved in reviewing parent education activities and strategies, as well as student instructional programs and strategies. Title I, Part A, Title I, Part C and Title III staff collaborate to provide quarterly parent education activities. Topics covered include, but are not limited to, acculturation, helping your child in school, English language acquisition, FCAT standards, graduation requirements and post secondary career opportunities.

2

Title I Part C, Migrant

Provides services to migrant students (PreK-12) and their families. The primary goal of the Migrant program is to improve academic performance of migrant students, and provide health and guidance to them. The Migrant Early Childhood Program serves 4 year old children in a full time preschool program, focusing on readiness activities. Parent involvement and education is an integral part of the Migrant Program.

3

Title I Part A

Will provide funds to all district Title 1 schools, in a school wide project format, to target academic assistance to all students, professional development for teachers and parent involvement activities. This grant is also the funding source for implementing the requirements of NCLB which have not been waived by the FLDOE's waiver.

4

Title II

Provides for teacher professional development and supports all teachers and paraprofessionals to be highly qualified.

5

Title III

Supports activities to assist students become proficient in English, supports teacher professional development in ELL strategies, parent involvement, and education.

6

SAI

SAI funds will be coordinated with Title I funds to provide summer school for Level 1 readers.

7

Nutrition Programs

LEA participates in the federal Free/Reduced lunch program and the free breakfast for all students program. Snack is also provided for afterschool care and afterschool tutoring programs. Summer food programs are provided at various school sites and community locations. The USDA fruit and vegetable grant will also be provided at Fred Wild Elementary School.

8

Adult Education

Adult Education programs are provided at South Florida State College. Numerous vocational programs, college level courses, and community interest workshops are available.

9

Title VI

Title VI provides for our Career Academy at South Florida State College which gives students vocational opportunities as well as academic education.

10

VPK

These programs are provided and facilitated through the district each summer at a school location in each community for families of all eligible incoming kindergarten students not previously served in the private sector.

11

Homeless

Students Services coordinates with Title 1 Part A to provide resources (school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education(FAPE).

12

Migrant Parent Advisory

The Migrant Parent Advisory is actively involved in reviewing parent educational activities and strategies, as well as student instructional programs.

13

Exceptional Students Education

This Parent Advisory Council is actively involved in reviewing parent educational activities and strategies.

14

IDEA

Supplemental instructional support provided by Federal funds will be discussed with parents during the development of the Students' IEP.

15

District Parent Advisory for Advance Academics

This Parent Advisory Council is actively involved in the support and increasing the advanced academic program.

16

District School Advisory Council

This Parent Advisory Council represents each school in the District. The DSAC reviews Code Of Conduct, Student Progression Plans, Parent Involvement Plans, and other items of concern.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Laura Waldon	Principal
Belma Storbeck	Teacher
Stephanie Rivera	Teacher
Joshua McGhee	Teacher
Ginger Shingle	Teacher
Juan Rosado	Parent
Jennifer Carter	Parent
Heather McClelland	Parent
Lisa Rowe	Parent
Steve Trinkle	Business/Community
Courtney Floyd	Principal
Barbara Jared	Education Support Employee
Aaron Jahjah	Business/Community

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

Using school data, progress toward achieving the school improvement goals was reviewed periodically over the course of the 2013-14 school year. The school has held the Title 1 and initial SAC meeting in early September. State data will be thoroughly reviewed from last year at October's SAC meeting and progress will be reviewed throughout the year .

Development of this school improvement plan

As the SIP is developed or updated, the SAC will review the plan and give input and recommendations on any information submitted or changes to the plan.

Preparation of the school's annual budget and plan

At the first SAC meeting, the schools annual budget and plan in discussed. Parent input and recommendation is encouraged and welcomed.

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

Purchase academic materials for students in 1st-5th grades to help students incorporate non-fiction text, non-fiction writing across the curriculum and math materials to improve academic achievement of all students.

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
Waldon, Laura	Principal
Floyd, Courtney	Assistant Principal
Esquibel, Heather	Teacher, K-12
Rivera, Stephanie	Teacher, K-12
Embry, Vicki	Teacher, K-12
Sodrel, Ashley	Teacher, K-12
McGhee, Joshua	Teacher, K-12
Jackson, Kayla	Teacher, K-12
Kooiker, Stephanie	Teacher, ESE
Respress, Elizabeth	Guidance Counselor
Demeri, Shirley	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The LLT will handle the major initiatives of Common Core, non-fiction writing across the curriculum, and the implementation of the new curriculum. The LLT will also provide research-based strategies designed to improve literacy achievement for students who are not on grade level in K-5 as well as enrichment to those who are on or above grade level. The LLT will be overseeing the transition to Common Core Standards.

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

Our master schedule provides teachers with collaborative planning of 40 minutes daily. This time is to be used to plan lessons, analyze data, determine student needs, and work together to form a plan of upcoming instruction. Our school uses an online lesson planner, OnCourse, in which the teachers are able to view and share plans and activities. Teams meet weekly to plan professional learning communities using data after school. Team members give input and concerns to team leaders who discuss it at the curriculum leadership meeting with other team leaders and administrators.

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

We, the administration, advertise through Human Resources, interview ESOL preferred applicants, aim to hire highly qualified instructors, ensure that employees enroll in coursework and participate in professional development to, and recruit from the teach-in. Current employees pursue and maintain appropriate certification. Administration supports teachers through subject area and grade level meetings. We also have informal mentors, coaches, and support from team leaders.

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

First year teachers are assigned to a mentor on the same grade level, who has been trained in Clin Ed. Mentors are effective/highly effective, experienced educators who model and guide effective teaching strategies. First year and experienced teachers who are new or who may be struggling will be assigned a peer evaluator by the district. Informal mentors are determined at the school level. These are experienced teachers who have an effective/highly effective rating. These mentors provide support through observations, informal conferencing, and are available for questions or concerns.

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

Before the school district purchases new curriculum, the curriculum and materials are reviewed by all of the schools in the county and district to ensure the materials are aligned with Florida Standards. Groups of teacher leaders meet together to curriculum map, review and unpack the standards, and add additional resources to areas that do not strongly teach the standard.

The school has weekly data chats, progress monitor meeting, professional development that focuses on data, and we review the performance data. Within each classroom differentiated instructional is provided based on students ability levels. We provided remediation classes; READ 180, extra literacy time, remediation time, III, and RTI.

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

Each year, teachers are given individual student data. We use this data to determine student needs. If a student scored a Level 1 on FCAT they will participate in Read 180. This program is an intensive program that supports students who are one to two years below grade level.

Grade levels meet weekly to discuss student data and form small group instruction. In addition, grade groups meet and form learning teams for teachers. Twice a month, teachers switch students based on group need to remediate previous instruction.

We also have a resource teacher, gifted enrichment teacher, guidance counselor, math, science, and reading coach to assist student who are below grade level or need enrichment.

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: Summer Program

Minutes added to school year:

Strategy Rationale

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

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

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

Re-evaluations and transition staffings are held each Spring for students transitioning from ESE Pre-K to Kindergarten programs. Families are also notified about the staffings and are also encouraged to have their children participate in ESY and VPK at participating elementary schools.

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.** All teachers will increase the learning gains of students through data driven instruction, differentiated instruction and the implementation of effective research-based instructional strategies.

- G2.** Teachers will consistently use the school wide behavior system and the implementation of Leader in Me and PBIS to reduce disruptive behaviors.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. All teachers will increase the learning gains of students through data driven instruction, differentiated instruction and the implementation of effective research-based instructional strategies. 1a

G036705

Targets Supported 1b

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

Resources Available to Support the Goal 2

- New Reading and Math curriculum adopted; Write Bright Writing
- Technology: Read 180, iReady; WriteBright SmartBoard lessons
- Professional Development: Common Core, Think Alouds, Text based evidence, Leader in Me, Higher Order Questioning (12/3/13), Marzano High Yield strategies; Weekly collaboration with Nikki Swaine WriteBright Writing (fourth grade)
- Data Reviews
- Classroom Walkthroughs and Feedback.
- Common Planning

Targeted Barriers to Achieving the Goal 3

- Limited knowledge of and consistent implementation of effective research based instructional strategies to include the new Reading and Math curriculum by instructional staff including new and inexperienced staff (52% of teachers have fewer than 5 years experience)
- Limited knowledge of how to effectively disaggregate data and apply appropriate learning strategies to meet student needs by all instructional staff including new and inexperienced staff (52% of teachers have fewer than 5 years experience)

Plan to Monitor Progress Toward G1. 8

Teachers will review data at the grade level, class level and individual student level. As teachers determine the names of students and skills which are deficient, teachers are expected to brainstorm additional strategies , reteach skills and determine if progress took place. Administration will review weekly data results which are submitted with team notes and discuss at CLT meetings. Also, administration will meet quarterly with each teacher to review individual student data which includes all academic and early warning system data.

Person Responsible

Laura Waldon

Schedule

Quarterly, from 8/11/2014 to 5/15/2015

Evidence of Completion

Team notes, CLT meeting agenda and notes and progress monitoring charts will be collected.

G2. Teachers will consistently use the school wide behavior system and the implementation of Leader in Me and PBIS to reduce disruptive behaviors. 1a

G036706

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	300.0

Resources Available to Support the Goal 2

- Dean / Resource teacher
- Leader in Me
- Consistent school-wide behavior system

Targeted Barriers to Achieving the Goal 3

- Teachers have limited strategies on how to deal with disruptive behavior.

Plan to Monitor Progress Toward G2. 8

Discipline Reports, Informal Walkthroughs

Person Responsible

Courtney Floyd

Schedule

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

Evidence of Completion

Reduction of referrals as evidence by the cumulative comparison report from 2012-2013 school year to this year, FASTe reports.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


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

1 = Problem Solving Step  S123456 = Quick Key

G1. All teachers will increase the learning gains of students through data driven instruction, differentiated instruction and the implementation of effective research-based instructional strategies. **1**

 G036705

G1.B1 Limited knowledge of and consistent implementation of effective research based instructional strategies to include the new Reading and Math curriculum by instructional staff including new and inexperienced staff (52% of teachers have fewer than 5 years experience) **2**

 B087919

G1.B1.S1 Provide professional development on the implementation and use of the new series as well as high yield research based instructional strategies for other subject areas as well ex: Writing. **4**

 S098644

Strategy Rationale

Increase student learning gains.

Action Step 1 **5**

Review top three concerns from Instructional Review with faculty and set expectations for implementation.

Person Responsible

Laura Waldon

Schedule

Quarterly, from 8/11/2014 to 4/6/2015

Evidence of Completion

Agenda, hand-outs, sign-in sheets

Action Step 2 5

Through data, identify and provide support for specific instructional staff who will participate in coaching cycles with Reading Coach.

Person Responsible

Courtney Floyd

Schedule

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

Evidence of Completion

List of teaches who will receive additional support through coaching cycles.

Action Step 3 5

Differentiate PD and identify teachers receiving tiered levels of coaching support. Consider identifying the tiered levels of coaching support and including evidence of support.

Person Responsible

Laura Waldon

Schedule

Monthly, from 10/14/2014 to 5/29/2015

Evidence of Completion

Informal Observation forms with data

Action Step 4 5

Disaggregate data to determine effectiveness of tiered professional development: ex: videos and coaching cycles

Person Responsible

Laura Waldon

Schedule

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

Evidence of Completion

Data

Action Step 5 5

Write Bright Writing Curriculum

Person Responsible

Laura Waldon

Schedule

On 5/15/2015

Evidence of Completion

Agenda, writing and data notebooks, assessment results

Action Step 6 5

Reading/Math Tutor

Person Responsible

Courtney Floyd

Schedule

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

Evidence of Completion

Schedules, student data, assessment data

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

Observe reading, mathematics, and science lessons, review lesson plans

Person Responsible

Courtney Floyd

Schedule

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

Evidence of Completion

ERO records and formal and informal walkthrough documents, provide additional differentiated professional development.

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

Student data will show increased achievement levels on weekly and benchmark Reading tests, Math Chapter tests, Performance Matters assessments, iReady, Read 180, iReady Remediation lessons, and PLC.

Person Responsible

Heather Esquibel


Schedule

Weekly, from 9/2/2014 to 5/29/2015


Evidence of Completion

Team meeting notes and progress monitoring charts will be submitted to administration. Pinnacle gradebook data will also be available for review. Student will collect individual data in their STAR notebooks, including discipline.

G2. Teachers will consistently use the school wide behavior system and the implementation of Leader in Me and PBIS to reduce disruptive behaviors. 1

 G036706

G2.B2 Teachers have limited strategies on how to deal with disruptive behavior. 2

 B087922

G2.B2.S1 Teachers will be provided professional development on implementing behavior strategies and consistent expectations. 4

 S098645

Strategy Rationale

Action Step 1 5

Provide professional development in verbal de-escalation, PBIS and Leader in Me.

Person Responsible

Courtney Floyd

Schedule

On 5/29/2015

Evidence of Completion

Sign-in sheets, ERO

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Informal Classroom Walkthroughs, Observations in classrooms

Person Responsible

Laura Waldon

Schedule

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

Evidence of Completion

Discipline Referral Count

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Discipline Referral Count, Informal Walkthroughs

Person Responsible

Courtney Floyd

Schedule

On 6/5/2015

Evidence of Completion

Reduction of referrals as evidence by the cumulative comparison report from 2012-2013 school year through this year.

G2.B2.S2 A dean resource teacher will service students with discipline referrals to eliminate distractions in an academic setting. **4**

S130228

Strategy Rationale

Action Step 1 5

Dean Resource Teacher

Person Responsible

Laura Waldon

Schedule

Daily, from 8/11/2014 to 6/4/2015

Evidence of Completion

Discipline Referrals

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	Review top three concerns from Instructional Review with faculty and set expectations for implementation.	Waldon, Laura	8/11/2014	Agenda, hand-outs, sign-in sheets	4/6/2015 quarterly
G2.B2.S1.A1	Provide professional development in verbal de-escalation, PBIS and Leader in Me.	Floyd, Courtney	9/8/2014	Sign-in sheets, ERO	5/29/2015 one-time
G2.B2.S2.A1	Dean Resource Teacher	Waldon, Laura	8/11/2014	Discipline Referrals	6/4/2015 daily
G1.B1.S1.A2	Through data, identify and provide support for specific instructional staff who will participate in coaching cycles with Reading Coach.	Floyd, Courtney	9/15/2014	List of teaches who will receive additional support through coaching cycles.	5/29/2015 monthly
G1.B1.S1.A3	Differentiate PD and identify teachers receiving tiered levels of coaching support. Consider identifying the tiered levels of coaching support and including evidence of support.	Waldon, Laura	10/14/2014	Informal Observation forms with data	5/29/2015 monthly
G1.B1.S1.A4	Disaggregate data to determine effectiveness of tiered professional development: ex: videos and coaching cycles	Waldon, Laura	9/8/2014	Data	5/15/2015 monthly
G1.B1.S1.A5	Write Bright Writing Curriculum	Waldon, Laura	9/16/2014	Agenda, writing and data notebooks, assessment results	5/15/2015 one-time
G1.B1.S1.A6	Reading/Math Tutor	Floyd, Courtney	9/15/2014	Schedules, student data, assessment data	5/8/2015 daily
G1.MA1	Teachers will review data at the grade level, class level and individual student level. As teachers determine the names of students and skills which are	Waldon, Laura	8/11/2014	Team notes, CLT meeting agenda and notes and progress monitoring charts will be collected.	5/15/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	deficient, teachers are expected to brainstorm additional strategies , reteach skills and determine if progress took place. Administration will review weekly data results which are submitted with team notes and discuss at CLT meetings. Also, administration will meet quarterly with each teacher to review individual student data which includes all academic and early warning system data.				
G1.B1.S1.MA1	Student data will show increased achievement levels on weekly and benchmark Reading tests, Math Chapter tests, Performance Matters assessments, iReady, Read 180, iReady Remediation lessons, and PLC.	Esquibel, Heather	9/2/2014	Team meeting notes and progress monitoring charts will be submitted to administration. Pinnacle gradebook data will also be available for review. Student will collect individual data in their STAR notebooks, including discipline.	5/29/2015 weekly
G1.B1.S1.MA1	Observe reading, mathematics, and science lessons, review lesson plans	Floyd, Courtney	9/8/2014	ERO records and formal and informal walkthrough documents, provide additional differentiated professional development.	5/15/2015 monthly
G2.MA1	Discipline Reports, Informal Walkthroughs	Floyd, Courtney	9/8/2014	Reduction of referrals as evidence by the cumulative comparison report from 2012-2013 school year to this year, FASTe reports.	5/29/2015 monthly
G2.B2.S1.MA1	Discipline Referral Count, Informal Walkthroughs	Floyd, Courtney	9/8/2014	Reduction of referrals as evidence by the cumulative comparison report from 2012-2013 school year through this year.	6/5/2015 one-time
G2.B2.S1.MA1	Informal Classroom Walkthroughs, Observations in classrooms	Waldon, Laura	9/15/2014	Discipline Referral Count	5/29/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

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

G1. All teachers will increase the learning gains of students through data driven instruction, differentiated instruction and the implementation of effective research-based instructional strategies.

G1.B1 Limited knowledge of and consistent implementation of effective research based instructional strategies to include the new Reading and Math curriculum by instructional staff including new and inexperienced staff (52% of teachers have fewer than 5 years experience)

G1.B1.S1 Provide professional development on the implementation and use of the new series as well as high yield research based instructional strategies for other subject areas as well ex: Writing.

PD Opportunity 1

Review top three concerns from Instructional Review with faculty and set expectations for implementation.

Facilitator

Principal and Assistant Principal

Participants

Faculty and staff

Schedule

Quarterly, from 8/11/2014 to 4/6/2015

PD Opportunity 2

Write Bright Writing Curriculum

Facilitator

Nikki Swaine

Participants

Instructional Personnel

Schedule

On 5/15/2015

G2. Teachers will consistently use the school wide behavior system and the implementation of Leader in Me and PBIS to reduce disruptive behaviors.

G2.B2 Teachers have limited strategies on how to deal with disruptive behavior.

G2.B2.S1 Teachers will be provided professional development on implementing behavior strategies and consistent expectations.

PD Opportunity 1

Provide professional development in verbal de-escalation, PBIS and Leader in Me.

Facilitator

Buddy Hunter (verbal de-escalation) and Paula Farnsworth (Leader In Me).

Participants

All Staff

Schedule

On 5/29/2015

Budget Rollup

Summary

Description	Total
Goal 1: All teachers will increase the learning gains of students through data driven instruction, differentiated instruction and the implementation of effective research-based instructional strategies.	21,200
Goal 2: Teachers will consistently use the school wide behavior system and the implementation of Leader in Me and PBIS to reduce disruptive behaviors.	5,600
Grand Total	26,800

Goal 1: All teachers will increase the learning gains of students through data driven instruction, differentiated instruction and the implementation of effective research-based instructional strategies.

Description	Source	Total
B1.S1.A5 - Notes	Title I Part A	1,200
B1.S1.A6 - Certified Teacher Tutor	Title I Part A	20,000
Total Goal 1		21,200

Goal 2: Teachers will consistently use the school wide behavior system and the implementation of Leader in Me and PBIS to reduce disruptive behaviors.

Description	Source	Total
B2.S1.A1 - Pays for annual participation in the I Am A Leader Foundation Grant and the implementation of The Leader in Me.	Title I Part A	5,600
Total Goal 2		5,600