Fred Wild Elementary School

2014-15 School Improvement Plan

Fred Wild Elementary School

3550 YOUTH CARE LN, Sebring, FL 33870

http://www.highlands.k12.fl.us/~fwe/

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	Yes	91%

Alternative/ESE Center	Charter School	Minority
No	No	64%

School Grades History

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

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.

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
Focus	4	Jim Browder

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Mission is currently under revision with our Lighthouse Team, Faculty and student body.
Fred Wild Elementary is dedicated to fulfilling our district's mission: "By uniting stakeholders, we will prepare our students to be college and career ready, empower our students to achieve personal excellence, and foster responsible citizens." We actively try to meet the needs of each of our students through our academic offerings. Our offerings include advanced academics (HAART) at each grade level, an ELL para who works intensively with our ELL population, two ESE resource teachers, and dedicated STEM days once a month. During the 2013-2014, we were able to offer migrant tutoring and an Educate Online tutoring program for students who needed an extra lift. Our gifted students meet with a gifted resource teacher who has a set curriculum once a week.

Provide the school's vision statement

Fred Wild will grow, inspire and empower leaders.

School Environment

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

Our current population is 90% free and reduced lunch. We have an extremely diverse low socio-economic population. Teachers take much time in learning about our students and their families. Our teachers have student questionnaires and surveys that they use to get to know the students. Administration reaches out to low- income receiving families with backpacks of food for the weekends. The guidance counselor works diligently with staff to arrange community resources for families in need. The instructional staff will be attending a school based Ruby Payne, A Framework for Understanding Poverty, workshop. The goal of this workshop will be to offer strategies for successfully raising student growth and achievement and overcoming social economic class barriers. It wills also enlighten our staff on how to adapt middle class values on a lower class society. This will be a great learning experience.

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

School Staff expectations to create an safe learning environment: Be Proactive: From the beginning, know what you are going to do every minute of the day, quarter, semester and year and stick to it! Students must be shown respect and you must expect it back from them. The key to maintaining classroom control is respect. BE CONSISTENT!
Minor discipline cases are best handled by the teacher. If trivial issues are referred to administration his/her effectiveness for problems of a more serious nature will be lessened and children soon become aware of the ineffectiveness of the classroom teacher. If at any time a student must be sent to a buddy classroom for reflection, reflections or "Think sheets" should relate to the 7 Habits. If, upon returning to the classroom, the misbehavior continues, fell free to call parents and send discipline referral to the office.
Building relationships, respect and rapport will help you better understand your students and prevent severe incidents from happening. Children should be taught and shown how to take responsibility for the choices that they make. One of the biggest mistakes a teacher can make is getting into a power struggle with a student. Do Not Engage! Simply state what it is you want the child to do, then walk

away. After a fair amount of time, go back to the student and repeat your expectation. If it is possible to give a choice, do that. That will help the student maintain some form of control over the situation. "I need you to work on your spelling." "I can see that you are still not working on your spelling. You can choose to work on it now, or at recess. It is your choice." We want children to learn from their mistakes opposed to punishment.

Through the entire discipline process, parent communication is a must! No discipline referral should come to the office without first having contacted the parent. The only exception to this rule is violence, sexual misconduct, racial slurs, vandalism, bullying, or other severe misbehavior.

It is the intention of administration to support every staff member. We want children to learn from their mistakes opposed to punishment. Continuing our voyage through the 7 Habits and reminding ourselves as leaders to remind kids of these habits will hopefully encourage more students to make better choices.

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

Fred Wild Behavior Expectations:Fred Wild has now adopted a school wide discipline model to be used in all classrooms. In each room there will be a behavior chart based on a color system. All students will begin their day on green, saying they are coming in the room ready to learn. Each student will be able to move up on the behavior chart for good choices and will move down the chart for inappropriate behavior. If they move down on the chart, they will have the opportunity to move back up by improving their behavior. Each day the behavior color will be noted in your child's agenda, or folder, where we ask that you initial or sign your name saying you have checked the agenda or folder

Red: Demonstrates extremely exceptional behavior. If students move their clip to Outstanding they add a special decoration to their clip and receive a special note to take home. This level is reserved for extraordinary behavior, and will not be given out loosely. I want this to remain special; please don't expect your student to reach this level daily.

Orange: Demonstrates exceptional behavior. Students move to Great Job for continuing to make good choices throughout the day. Please congratulate your student when they reach this level!

Yellow: Demonstrates an extra good day. Students move to Good Day for making good choices, trying their best, and showing good character. This is a good level to end the day.

Green: I had a good day and followed classroom rules. All students begin the day on Ready To Learn. They will move up or down during the day depending on the choices they make. This is an acceptable level to stay at. They did not get
in trouble; it just means they didn't go "above and beyond."

Blue: I had a few warnings about my misbehavior. Students move to Think About It as a reminder that they need to follow the classroom rules.

Purple: I was spoken to numerous times about misbehavior . When students move to Teachers Choice the teacher will choose an appropriate consequence. It could be taking a time out, loss of recess time, loss of privileges, phone call home, whatever is logical for the misbehavior and meaningful to the student.

Pink: Students who move to Parent Contact will receive a phone call or written communication home explaining the situation. Students may be given a written assignment to reflect on which of the "7 Habits" he/she should improve on. The written assignment will also be sent home in addition to parent contact. The student may also lose recess time or other privileges.

1. Be Proactive
2. Begin with the End in Mind
3. Put First Things First
4. Think Win-Win
5. Seek First to Understand, Then be understood

6. Synergize
7. Sharpen the Saw

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

Guidance counselor provides individual counselling. The guidance counselor also has small group gender decided counseling for preteens. We offer an outside agency to meet with troubled students. The outside agency provides social and emotional support for multiple grade levels. The School resource officer is part of our faculty. The SRO is often on campus and teaching DARE lessons. Our staff is also been trained on completing Brief Service referrals (BSR). The BSR is then followed by a school district social worker.

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?
No

PIP Link
The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

SEE Title 1 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

School advisory business partners support our school. To continue successful relationships with generous business, we recognize them in many ways.
Our students acknowledge them with thank you letters. Staff often will invite community stakeholder in for lunch. We advertise on our fence, marque, webpage, and newsletters thanking each business that has generously supported our school. We are continuing to improve these partnerships and hoping to gain more. Our Leader in Me program has open up doors to many opportunities.

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
Green, Page	Principal
Tunning, Kevin	Assistant Principal
Thompson, Kelley	Guidance Counselor
Ibrahim, Allissa	Instructional Coach
Baxter, Michelle	Teacher, K-12
Goins, Sandra	Teacher, K-12
McGovern, Kristina	Teacher, K-12
Szlosek, Debby	Teacher, K-12
Velazquez, Lourdes	Teacher, K-12
Wack, Katie	Teacher, K-12
Madden, Neatha	Teacher, ESE

Duties

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

Leadership Team roles and responsibilities (not limited too) :
• Assist the principal in making decisions.
• Guarantee that decisions focus on learning and the continuous improvement to student success.
• Analyzes data to determine the gaps and accolades achievement
• Data decision making
• Commitment to the schools mission, vision and culture
• The Leadership team supports the principal's goal to build capacity and teacher leaders

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

Team meets to discuss classroom progress and individual students that are below grade level. The Leadership Team along with the MTSS team reviews the student's data to determine an intervention that can help with areas of need. Students are progress monitored weekly, biweekly, or monthly (depending on the criteria set by the MTSS committee. The students' progress is then reviewed every four weeks to determine the next steps, whether to continue the intervention or change it. The reading coach provides training to the persons responsible for implementation of the intervention. The guidance counselor then monitors the fidelity of interventions that are in place. In addition, the entire core (Tier 1) is monitored three times a year.
To help support our students and their families, we use the services and funds provided to us in an intentional manner to serve our student population. We provide our migrant families support through the use of a liaison during parent nights to welcome them to our school and provide a pathway of communication. These parent nights are for our whole student population and their families to promote the academic work of their students and to inform them of how they can impact their child's academic environment. To enhance our students' academic achievements, a highly qualified certified retired teacher provides tutoring to those students who need the intervention. Also, our students partake in the fruits and vegetable program to help with their nourishment

School Advisory Council (SAC)

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

Name	Stakeholder Group
	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

Evaluation of the last year's SIP will be taking place at the September 15th meeting.

Development of this school improvement plan

The updated 2014-2015 school improvement plan will be reviewed and revisied with SAC input on Sept 15th.

Preparation of the school's annual budget and plan

School Improvement budget for 2014-2015
Budget: $20000.00
Purpose: Increase Student Academic Achievement
Time line September 2014- August 2015
Priority: Assure that every student receives high quality instruction. Teachers will make data driven decision that impact instruction to increase student growth and achievement. Teachers will implement, and model researched based practices in classrooms to successfully raise student achievement in low socio economic classroom.
Items:
Data analysis and grade level Team instructional lesson planning.
Summer Trainings: SIP, Data Team, Parent Involvement Planning
Ruby Payne A Framework for Understanding Poverty
5th Grade Science Boot Camp
The Leader in Me Symposium 2015

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

The following events, but not limited to are scheduled for the 2013-2014 school year
$18000.00
LEADER In ME
Curriculum Mapping
Data Analysis
Vertical Alignment
Domain Specific Professional Learning Communities

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 first 204-2015 SAC meeting will be September 15th.
During the meeting the preceding questions will answered.

Literacy Leadership Team (LLT)

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

Name	Title
Ibrahim, Allissa	Instructional Coach
Krieger, Tammy	Teacher, K-12
Harris, Janet	Teacher, K-12
Rancourt, Erielle	
Ouverson, Susan	Teacher, K-12
Smith, Charlene	Teacher, K-12
Randolph, Samantha	Teacher, K-12
Polston, Kristi	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

Monitor and provide resources for teachers to organize classroom libraries
Monitor the results of classroom, and school wide implementation of Accelerated Reader, i-ready, and Write Bright,
Provide Reading PD on effective instructional strategies, i.e. close reading.
PD on writing to sources (text dependent writing)

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

Collaborative Team building:
" Pirate Partners"
Objective: To increase the quality of instructional practices through a deeper understanding of the Danielson rubric and collaborative reflection.
Process: Teachers will be paired with a peer. Once a semester each peer will observe the other during a video- taped lesson for approximately twenty- minutes and provide feedback on domains two and three from Danielson rubric. After reflecting upon the video and meeting with the peer, each teacher will submit a written reflection to administration which will provide the evidence required for the professional growth plan (PGP).

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

Screening for teachers that are highly qualified is completed at the district level. An interview committee compiled of administration, teachers and other stakeholders then hold Interviews at the school The hire process is then followed and recommendation for hire is made. Instructional staff that are not ELL endorsed are taking the necessary steps to adding the endorsement on their certificate.

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

TEACHERS ELIGIBLE FOR SUPPORT
Year One Support:
• All Alternative Certification Training (ACT or EPI) Program teachers receive an assigned Mentor Teacher
• All Professional Educator Competency (PEC) Program teachers receive an assigned Mentor Teacher
• Administrators at schools with three (3) or more ACT/EPI or PEC teachers may identify a "Lead Mentor" to serve as liaison, program support and program contact for the school's mentor teachers (will be paid the mentor teacher supplement)
• All new teachers on Professional Educator Certificates with less than three years of teaching experience who are observed as needing development in a domain area may be assigned a mentor teacher (Principal recommendation via Positive Support Approach/PSA per HCEA contract – will receive the mentor supplement)
• Teachers new to the district on Professional Educator Certificates with more than three (3) years of experience who are not in need of development, however request support, may receive support from a National Board Certified Teacher (NBCT) or school "buddy"
• All Educator Preparation Program Interns receive assigned trained Supervising Teachers
Year Two:
• ACT/EPI and PEC Program teachers may request or Principal may recommend continued support via assigned mentor (if needed development is observed), NBCT's and/or school buddy
• Other new teachers in their second+ year in the district may request and/or Principal may recommend a "school buddy" to assist in acclimation to school or district

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

District and school level instruction representatives work together to agree upon a core curriculum that will complement the standards. Currently, Florida State Standards are new. Teachers are using FSA portal and online resources to crosswalk the common core standards to the Florida State Standards. Once this has been reviewed teachers take time to unwrap standards. This is a learning process that will direct the rigor of instructional deliver and high yield strategies that need to be used during a lesson.

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

Formative and Summative data is analyxed to make instructyional decisions. Differentiated grouping for struggling readers. Enrichment activities for higher achieving students.
Rossetta Stone is set in place for LY learners.
I-ready perscriptive lessons will be used to target math and reading.
an in-school tutoring program will be used for Reading and Math level1 and 2. This program is abouve and beyond their already scheduled course time.

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:** After School Program |
| **Minutes added to school year:** 0 |

n/a

Strategy Rationale

n/a

Strategy Purpose(s)
""

Person(s) responsible for monitoring implementation of the strategy
Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

n/a

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Special events such as open house nights for upcoming first graders is held every spring. This allows kindergarten parents the opportunity to meet first grade teachers. Parents and students are also able to see the academic expectations for first grade students.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

N/A

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

N/A

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

N/A

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](), as required by section 1008.37(4), Florida Statutes

n/a

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.   Teachers will implement best practices around writing to sources instruction that focuses on direct instruction and differentiate instruction for targeted groups,incorporating collaboration among grade level teachers, sharing of strategies and results

G2.   Practice, implement and reflect on high yield effective instructional strategies, to ensure all students are receiving a high level of instruction.

G3.   Students routinely engage in reading and text dependent writing across content areas.

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. Teachers will implement best practices around writing to sources instruction that focuses on direct instruction and differentiate instruction for targeted groups,incorporating collaboration among grade level teachers, sharing of strategies and results 1a

Targets Supported 1b

G041711

Indicator	Annual Target
FAA Writing Proficiency	50.0

Resources Available to Support the Goal 2

- College and Career Ready Core Materials
- FSA four point rubric
- Write Bright supplemental program

Targeted Barriers to Achieving the Goal 3

- New FSA 4 point rubric
- Computer based testing

Plan to Monitor Progress Toward G1. 8

Student Writing progress

Person Responsible
Allissa Ibrahim

Schedule
Weekly, from 9/1/2014 to 5/22/2015

Evidence of Completion
Weekly wriitng scores

G2. Practice, implement and reflect on high yield effective instructional strategies, to ensure all students are receiving a high level of instruction. `1a`

`G036953`

Targets Supported `1b`

Indicator	Annual Target
AMO Math - All Students	63.0
AMO Reading - All Students	65.0

Resources Available to Support the Goal `2`

- School based Reading Coach School based STEM Coach District Reading (Literacy), Math, and Science Specialist Administration coaching model support

- School and District Level Professional Development on effective researched based instructional practices and coaching cycle. Professional Learning Communities: Domain specific instructional strategies.... Florida State Standards

Targeted Barriers to Achieving the Goal `3`

- Teacher depth of knowledge of instructional performance appraisal rubric

Plan to Monitor Progress Toward G2. `8`

Effective classroom instructional strategies implemented

Person Responsible
Kevin Tunning

Schedule
Weekly, from 8/20/2014 to 5/22/2015

Evidence of Completion
Weekly walk throughs

G3. Students routinely engage in reading and text dependent writing across content areas. `1a`

Targets Supported `1b`

🔍 G036954

Indicator	Annual Target
AMO Math - All Students	63.0
FCAT 2.0 Science Proficiency	50.0
FAA Writing Proficiency	55.0
AMO Reading - All Students	65.0

Resources Available to Support the Goal `2`

- Core curriculum materials CCR materials Reading coach District Level specialist (math, reading, science) Professional Development, Administration Teacher modeling in classrooms i-Ready

Targeted Barriers to Achieving the Goal `3`

- First year of implementation of a new Florida Standards

Plan to Monitor Progress Toward G3. `8`

Student achievement outcomes

Person Responsible
Page Green

Schedule
Weekly, from 9/1/2014 to 5/29/2015

Evidence of Completion
student assessment performance, formative and summative

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. Teachers will implement best practices around writing to sources instruction that focuses on direct instruction and differentiate instruction for targeted groups,incorporating collaboration among grade level teachers, sharing of strategies and results `1`

🔑 G041711

G1.B1 New FSA 4 point rubric `2`

🔑 B101329

G1.B1.S1 FSA Writing Analysis Calibration `4`

🔑 S112526

Strategy Rationale

4th and 5th ELA teachers will score Beginning of the Year Writing Prompts using the 4 point FSA rubric.
Papers will be scored by two readers using the FSA 4 point Explanatory rubric.
Standard based feedback to students will be made at this time
To improve Informative,Opinion and Explanatory writing achievement in fourth and fifth graders.

To understand and implement the FSA 4 point ELA Writing Rubric with validity.

Action Step 1 `5`

To understand and implement the FSA 4 point ELA Writing Rubric with validity.

Person Responsible

Kevin Tunning

Schedule

On 9/12/2014

Evidence of Completion

meeting feedback, standard based feedback to students, and students scored writing

Action Step 2 `5`

To improve Informative,Opinion and Explanatory writing achievement in fourth and fifth graders.

Person Responsible

Kevin Tunning

Schedule

On 12/10/2014

Evidence of Completion

meeting feedback, standard based feedback to students, and students scored writing

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

FSA Writing Analysis Calibration

Person Responsible

Kevin Tunning

Schedule

On 9/12/2014

Evidence of Completion

calibration feedback and discussion with administration and student writing Baseline data results

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

FSA Writing Analysis Calibration

Person Responsible

Kevin Tunning

Schedule

On 12/10/2014

Evidence of Completion

calibration feedback and discussion with administration and student comparision between writing Baseline data and MOY.

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

Writing to Sources and Write Bright

Person Responsible

Page Green

Schedule

Weekly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Student results, Teacher lesson plans, walk through and student writing grades

G1.B2 Computer based testing `2`

🔑 B101330

G1.B2.S1 Kid blog- Essential Questions `4`

🔑 S112529

Strategy Rationale

Students will answer text dependent essential qustions in Costa's level 3.

Action Step 1 `5`

Typing text based replies to essential questions

Person Responsible

Allissa Ibrahim

Schedule

Weekly, from 9/1/2014 to 5/22/2015

Evidence of Completion

Kid blog replies and posts. Students create Higher order questions Costa's level 3 weekly and post to Kid Blog

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

Opinion/Informative/Explanatory responses on Kid Blog

Person Responsible

Allissa Ibrahim

Schedule

Weekly, from 9/1/2014 to 5/22/2015

Evidence of Completion

teacher and student created essential questions weekly posted as an extension activity comparing to complex text.

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

Student Writing achievement

Person Responsible

Allissa Ibrahim

Schedule

Weekly, from 9/1/2014 to 5/22/2015

Evidence of Completion

coaching visits, student weekly writing assessment and unit assessment

G2. Practice, implement and reflect on high yield effective instructional strategies, to ensure all students are receiving a high level of instruction. 1

🔑 G036953

G2.B3 Teacher depth of knowledge of instructional performance appraisal rubric 2

🔑 B101313

G2.B3.S1 Teachers will have a deeper understanding of the rubric as it relates to best practices to drive their instruction. Rubric/ Domain 1-4 PD, Monthly meetings with colleagues (Pirate Parnters) 4

🔑 S112513

Strategy Rationale

FWE overall IPC highly effective percentage will increase from 50% to 55% on the 2014-2015 summative evaluations.

Action Step 1 5

FWE overall IPC highly effective percentage will increase from 50% to 55% on the 2014-2015 summative evaluations.Teachers will have a deeper understanding of the rubric as it relates to best practices to drive their instruction.

Person Responsible

Page Green

Schedule

Monthly, from 8/14/2014 to 5/4/2015

Evidence of Completion

Observations/ Summative evaluations

Action Step 2 5

The composite percentage of component ratings that result in highly effective in domain 3 will increase from 40% to 45% on the 2014-2015 summative evaluations.Teachers will gain experience with reflective practice through videotaping their classroom and discussion with another teacher who has observed their classroom. This is a reciprocal practice.

Person Responsible

Page Green

Schedule

Semiannually, from 8/20/2014 to 5/4/2015

Evidence of Completion

PGP/ Reflection summary Self Assessment

Plan to Monitor Fidelity of Implementation of G2.B3.S1 `6`

Pirate Partners and Performance Appraisal Danielson Rubric PD/PLC

Person Responsible

Kevin Tunning

Schedule

Monthly, from 8/20/2014 to 5/4/2015

Evidence of Completion

Teacher Reflecion Summary, completion of PGP, and self assessment, video

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 `7`

Danielson Rubric

Person Responsible

Page Green

Schedule

Monthly, from 8/20/2014 to 5/4/2015

Evidence of Completion

Observations, Summative, PGP, reflection summary, True North Logic

G3. Students routinely engage in reading and text dependent writing across content areas. [1]

G036954

G3.B1 First year of implementation of a new Florida Standards [2]

B088648

G3.B1.S1 Data review [4]

S120636

Strategy Rationale

to analyze the student data from iReady and FSA. Our teachers can collaborate, set goals, and evaluate strategies and resources used. Unwrap upcoming ELA and Math standards

Action Step 1 [5]

Data Analysis

Person Responsible

Schedule

Biweekly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Data analysis progress monitoringnotes by grade level and content area

Plan to Monitor Fidelity of Implementation of G3.B1.S1 [6]

Monitor data analysis

Person Responsible

Kevin Tunning

Schedule

Biweekly, from 9/1/2014 to 5/29/2015

Evidence of Completion

minutes, data analysis notes

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 `7`

Analyze student assesment results

Person Responsible

Page Green

Schedule

Weekly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Pinnacle, i-ready, leadership binders, AR,

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
G2.B3.S1.A1	FWE overall IPC highly effective percentage will increase from 50% to 55% on the 2014-2015 summative evaluations.Teachers will have a deeper understanding of the rubric as it relates to best practices to drive their instruction.	Green, Page	8/14/2014	Observations/ Summative evaluations	5/4/2015 monthly
G1.B1.S1.A1	To understand and implement the FSA 4 point ELA Writing Rubric with validity.	Tunning, Kevin	9/11/2014	meeting feedback, standard based feedback to students, and students scored writing	9/12/2014 one-time
G1.B2.S1.A1	Typing text based replies to essential questions	Ibrahim, Allissa	9/1/2014	Kid blog replies and posts. Students create Higher order questions Costa's level 3 weekly and post to Kid Blog	5/22/2015 weekly
G3.B1.S1.A1	Data Analysis		9/1/2014	Data analysis progress monitoringnotes by grade level and content area	5/29/2015 biweekly
G2.B3.S1.A2	The composite percentage of component ratings that result in highly effective in domain 3 will increase from 40% to 45% on the 2014-2015 summative evaluations.Teachers will gain experience with reflective practice through videotaping their classroom and discussion with another teacher who has observed their classroom. This is a reciprocal practice.	Green, Page	8/20/2014	PGP/ Reflection summary Self Assessment	5/4/2015 semiannually
G1.B1.S1.A2	To improve Informative,Opinion and Explanatory writing achievement in fourth and fifth graders.	Tunning, Kevin	12/9/2014	meeting feedback, standard based feedback to students, and students scored writing	12/10/2014 one-time
G1.MA1	Student Writing progress	Ibrahim, Allissa	9/1/2014	Weekly wriitng scores	5/22/2015 weekly
G1.B1.S1.MA1	Writing to Sources and Write Bright	Green, Page	9/1/2014	Student results, Teacher lesson plans, walk through and student writing grades	5/29/2015 weekly
G1.B1.S1.MA1	FSA Writing Analysis Calibration	Tunning, Kevin	9/11/2014	calibration feedback and discussion with administration and student writing Baseline data results	9/12/2014 one-time
G1.B1.S1.MA2	FSA Writing Analysis Calibration	Tunning, Kevin	12/9/2014	calibration feedback and discussion with administration and student	12/10/2014 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				comparision between writing Baseline data and MOY.	
G1.B2.S1.MA1	Student Writing achievement	Ibrahim, Allissa	9/1/2014	coaching visits, student weekly writing assessment and unit assessment	5/22/2015 weekly
G1.B2.S1.MA1	Opinion/Informative/Explanatory responses on Kid Blog	Ibrahim, Allissa	9/1/2014	teacher and student created essential questions weekly posted as an extension activity comparing to complex text.	5/22/2015 weekly
G2.MA1	Effective classroom instructional strategies implemented	Tunning, Kevin	8/20/2014	Weekly walk throughs	5/22/2015 weekly
G2.B3.S1.MA1	Danielson Rubric	Green, Page	8/20/2014	Observations, Summative, PGP, reflection summary, True North Logic	5/4/2015 monthly
G2.B3.S1.MA1	Pirate Partners and Performance Appraisal Danielson Rubric PD/PLC	Tunning, Kevin	8/20/2014	Teacher Reflecion Summary, completion of PGP, and self assessment, video	5/4/2015 monthly
G3.MA1	Student achievement outcomes	Green, Page	9/1/2014	student assessment performance, formative and summative	5/29/2015 weekly
G3.B1.S1.MA1	Analyze student assesment results	Green, Page	9/1/2014	Pinnacle, i-ready, leadership binders, AR,	5/29/2015 weekly
G3.B1.S1.MA1	Monitor data analysis	Tunning, Kevin	9/1/2014	minutes, data analysis notes	5/29/2015 biweekly

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. Teachers will implement best practices around writing to sources instruction that focuses on direct instruction and differentiate instruction for targeted groups,incorporating collaboration among grade level teachers, sharing of strategies and results

G1.B1 New FSA 4 point rubric

G1.B1.S1 FSA Writing Analysis Calibration

PD Opportunity 1

To understand and implement the FSA 4 point ELA Writing Rubric with validity.

Facilitator

Kevin Tunning/Page Green

Participants

fourth and fifth grade ELA teachers

Schedule

On 9/12/2014

G2. Practice, implement and reflect on high yield effective instructional strategies, to ensure all students are receiving a high level of instruction.

G2.B3 Teacher depth of knowledge of instructional performance appraisal rubric

G2.B3.S1 Teachers will have a deeper understanding of the rubric as it relates to best practices to drive their instruction. Rubric/ Domain 1-4 PD, Monthly meetings with colleagues (Pirate Parnters)

PD Opportunity 1

FWE overall IPC highly effective percentage will increase from 50% to 55% on the 2014-2015 summative evaluations.Teachers will have a deeper understanding of the rubric as it relates to best practices to drive their instruction.

Facilitator

Page Green/Kevin Tunning

Participants

instructional staff

Schedule

Monthly, from 8/14/2014 to 5/4/2015

PD Opportunity 2

The composite percentage of component ratings that result in highly effective in domain 3 will increase from 40% to 45% on the 2014-2015 summative evaluations.Teachers will gain experience with reflective practice through videotaping their classroom and discussion with another teacher who has observed their classroom. This is a reciprocal practice.

Facilitator

Page D. Green

Participants

Instructional Staff

Schedule

Semiannually, from 8/20/2014 to 5/4/2015

G3. Students routinely engage in reading and text dependent writing across content areas.

G3.B1 First year of implementation of a new Florida Standards

G3.B1.S1 Data review

PD Opportunity 1

Data Analysis

Facilitator

Ggrade level chair

Participants

Grade level and content area team leaders

Schedule

Biweekly, from 9/1/2014 to 5/29/2015

Technical Assistance Items

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

G1. Teachers will implement best practices around writing to sources instruction that focuses on direct instruction and differentiate instruction for targeted groups,incorporating collaboration among grade level teachers, sharing of strategies and results

G1.B1 New FSA 4 point rubric

G1.B1.S1 FSA Writing Analysis Calibration

PD Opportunity 1

To improve Informative,Opinion and Explanatory writing achievement in fourth and fifth graders.

Facilitator

Kevin Tunning/Page Green

Participants

fourth and fifth grade ELA teachers

Schedule

On 12/10/2014

Budget Rollup

Summary	
Description	**Total**
Goal 1: Teachers will implement best practices around writing to sources instruction that focuses on direct instruction and differentiate instruction for targeted groups,incorporating collaboration among grade level teachers, sharing of strategies and results	2,800
Grand Total	**2,800**

Goal 1: Teachers will implement best practices around writing to sources instruction that focuses on direct instruction and differentiate instruction for targeted groups,incorporating collaboration among grade level teachers, sharing of strategies and results		
Description	**Source**	**Total**
B1.S1.A1 - Approx. $700.00 cost for 7 instructional staff substitutes	Title I Part A	700
B1.S1.A1 - Approx. $700.00 cost for 7 instructional staff substitutes	Title I Part A	700
B1.S1.A2 - Approx. $1400.00 cost for 7 instructional staff substitutes for a total of 2 days		1,400
Total Goal 1		**2,800**