

Lawtey Elementary School

22703 PARK ST, Lawtey, FL 32058

www.mybradford.us/lawtey

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
69%

Alternative/ESE Center
No

Charter School
No

Minority
27%

School Grades History

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

School Board Approval

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

| DA Category | Region | RED |
|-------------|-------------------|-----------------------------|
| Focus | 2 | Wayne Green |
| Former F | Turnaround Status | |
| No | | |

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Our mission in partnership with the entire community, is dedicated to providing a quality education in a safe learning environment so that all students can excel academically and socially in order to become productive citizens.

Provide the school's vision statement

Our mission is to work collaboratively with all stakeholders to provide a public education experience that is motivating, challenging, and rewarding for all children. We will provide students with learning opportunities that are rigorous and relevant to today's educational standards. We will ensure a working and learning environment that is built on being respectful, responsible, reliable, and ready to learn. Through these Champion Values, we will maximize student potential and promote individual expectations.

School Environment

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

The school learns about the students' cultures and builds relationships between teachers and students through daily lessons with the reading curriculum Making Meaning. Making Meaning establishes connections between students through respectful collaboration and discussions which are incorporated in all subject areas and social situations throughout the day.

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

Lawtey Elementary has implemented a CHAMPS program. This ensures that all students understand and follow the same procedures and are rewarded for positive behavior. These procedures are carried throughout the entire campus including music, PE, cafeteria and assemblies.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

The faculty and staff have had an inservice and input in the school wide "CHAMPS" program. This program helps the students know and understand the school wide expectations on the sidewalk, transition expectations, arrival expectations, cafeteria expectations, bathroom expectations, outside expectations, dismissal expectations and assembly expectations. It also has a component that includes positive relationships, rigor and parent expectations. The tiered behavior system sets clear behaviors, consequences, and rewards that are reviewed consistently by the teacher and Behavior Resource Teacher with the students.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The social emotional needs of the students are being met through the Making Meaning reading series that emphasizes connections and respectful discussions among students. This skill then crosses over

to the monthly Character Traits that are learned and discussed in the classroom. Other social emotional needs are being met through counseling services provided by the school and through Meridian and Corner Drug Store. Meridian and Corner Drug Store counselors are contacted by the parent/guardian initially, and then are able to provide services at the school.

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

We have a system to identify students who need additional support to improve academic performance and stay engaged in school. The early warning system includes a process to monitor the following early warning signs:

- Attendance below 90 percent, regardless of whether absence is excused, unexcused or a result of out-of-school suspension: 15 or more unexcused absences the prior year, absent 5 days per 9-weeks or any 45 day period, contact any who miss two consecutive days,
 - One or more suspensions, whether in school or out of school, and two or more referrals
 - Course failure (including Ds) in English Language Arts or mathematics,
 - A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics. Also track those scoring level 2.
- Students who fall into these areas are put into prevention or intervention programs through MTSS.

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 | 0 | 6 | 0 | 1 | 2 | 0 | 9 |
| One or more suspensions | 2 | 1 | 0 | 1 | 2 | 3 | 9 |
| Course failure in ELA or Math | 2 | 5 | 9 | 8 | 6 | 4 | 34 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 10 | 10 | 6 | 26 |

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

| Indicator | Grade Level | | | | Total |
|--|-------------|---|---|---|-------|
| | 1 | 3 | 4 | 5 | |
| Students exhibiting two or more indicators | 2 | 7 | 4 | 4 | 17 |

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

Students identified by the early warning systems receive interventions in academics. We are seeking assistance from the School Resource Office for attendance issues.

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/181186>.

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

Local entities are invited to participate in the schools Open House, Fall Festival and to briefly speak to the teacher on our professional development days. Santa Fe College is being supportive by participating in our Open House and tours of the college will be taken throughout the year by all grade levels. Business men and women are scheduled to tour the school and read to our students thus enhancing communication and collaboration between the school and the local community.

Effective Leadership

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

School Leadership Team

Membership

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

| Name | Title |
|-------------------|-----------|
| vaughan, jennifer | Principal |
| Ansley, Rebecca | Other |
| Alvarez, Sherree | Other |

Duties

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

Principal: Oversees the process.

Reading Coach: Provides guidance on K-12 reading plan; provides professional development and technical assistance to teachers regarding data-based instructional planning.

CRT: Facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans. Ensures that the classroom teachers are implementing MTSS with fidelity. Completes process checks to ensure implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school-based MTSS plans and activities.

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 Leadership Team will focus meetings around one question: How do we develop and maintain a problem-solving system to bring out the best in our school, our teachers, and in our students?

The team meets a minimum of once every two weeks to engage in the following activities: 1.) Discuss data and interventions in the classroom. 2.) Discuss commonalities for strategies to be used in the classroom. 3.) Discuss targeted strategies in dealing with classroom challenges and/or unsuccessful students. This will be met during our grade group meetings.

Title I, Part A: Title 1, Part A provides computer assisted instruction, paraprofessionals and material and supplies to support the academic achievement of students. After-school programs and summer school services are provided to eligible students to provide additional remediation. Professional development funds are utilized to ensure teachers receive professional development based on the goals and objectives in the Title 1, Part A plan.

Title I, Part C-Migrant: Bradford partners with a migrant liaison in Alachua County. The liaison works closely with the Title 1 director to ensure that migrant needs are met.

Title II: The district receives supplemental funds for improving academic achievement. Bradford utilizes these funds to support reading at the secondary schools.

Title III: Services are provided through the district for educational materials to support the ELL liaison.

Title X - Homeless; Title 1 supplements the funds that are provided through Title X to support homeless students. Funds are used for student materials and school support. District homeless coordinator works with schools to identify and provide the necessary resources. The district has secured a Homeless Specialist through a Title X grant for the 2015 school year. The Homeless Specialist will be providing services to the students under the Duties of the Homeless Liaison, sec.772[g][6]

Supplemental Academic Instruction (SAI): SAI dollars are coordinated with Title 1 to provide highly qualified teachers for summer school for students that qualify.

Violence Prevention Programs: Bullying Prevention Education Programs (TRA- Take Responsibility for your Actions) and Character Education (Character Counts, Positive Action), as well as, Positive Behavior Support (PBS) are implemented to help students make positive decision when interacting with their peers.

Nutrition Programs: N/A

Housing Programs: N/A

Head Start: Pre-K classrooms located on and off elementary campuses help to ease the transition to Kindergarten. Active communication exists between Pre-K and the regular program.

Adult Education: The Career Tech Center addresses adult education needs in Bradford County. It provides increased opportunities for training in specific fields such as; nursing, welding, auto mechanics and technology.

Career and Technical Education: The Career Technical Center partners with Bradford High to provide opportunities for advancement in the fields of nursing, welding, mechanics and other areas. Through the GED Exit option students at risk of not graduating are given the opportunity to learn and grow in a nontraditional secondary environment.

Job Training: N/A

Other: IDEA and Title I work together to ensure that the educational goal of the district are aligned to meet the needs of all students. Funds are coordinated to provide services and professional development.

School Advisory Council (SAC)

Membership

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

| Name | Stakeholder Group |
|------------------|--------------------|
| Bernard Brown | Parent |
| Salatheia Brown | Parent |
| Lisa Harley | Parent |
| Judy Becker | Business/Community |
| Jennifer Vaughan | Principal |
| Lisa Schiller | Teacher |

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The target in the plan was met in Science and Writing with great success. The reading and math scores were still being reviewed and discussed at the time of the last meeting. Attendance data was shared and unexcused chronic absences were up by nine last year. The parent initiatives were successful. The SAC would have liked to keep two Title 1 teachers if possible and have Title 1 funds to support funding for teachers requests with Making Meaning Vocabulary materials, Horizon phonics materials, word processing software/materials, and Common Core writing materials and /or training.

Development of this school improvement plan

Each year, the SAC meets to review the draft, give input, and give final approval to both the School Improvement Plan and the Title I Parent Involvement Plan. They also meet throughout the year to review data and implementation progress.

Preparation of the school's annual budget and plan

The SAC would like to keep two Title 1 teachers if possible and have title 1 funds to support funding for teachers requests with Making Meaning Vocabulary materials, Horizon Phonics materials, word processing software/materials, and Common Core writing materials and /or training. Secondly, they were supportive of using Title 1 funds for math/reading professional development to help raise our test scores.

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

We have appoximatly \$4,000 left over from years when the state funded the School Advisory Committee. The committee suggested buying 12 laser jet printers from Dell.

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 |
|-------------------|-----------|
| vaughan, jennifer | Principal |
| Ansley, Rebecca | Other |
| Alvarez, Sherree | Other |

Duties

Describe how the LLT promotes literacy within the school

Book Fair
AR and Home Connect software
Free book give-away made possible through our local Education Foundation
Participation in the state-wide Literacy Week
Book Bingo Parent Involvement Nights

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

Third, fourth and fifth grade teachers are departmentalized. They have common planning time to collaborate on grade data and instruction. The 3-5 math teachers will be participating in a lesson study together and the 3-5 grade LEA teachers will be participating in a lesson study together as well. First and second grade teachers will be participating in a lesson study together and kindergarten teachers will have a lesson study later on in the year.

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

District Recruitment Program through HR - Randy Whytsell, School building administrators, District personnel.
Providing On-going Professional Development - District Reading Coach, School Curriculum Resource Teacher, District personnel
Weekly grade level collaborative meetings - Curriculum Resource Teacher, District Reading Coach, District Personnel and Principal

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

Mentor and mentee are participating in the District beginning teacher program that will be documented by the satisfactory completion of the portfolio.

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

Horizon Phonics and enVision math curriculum and materials have been approved by the State Adoption list. These core instructional programs were approved and adopted by the Bradford County

School Board. These programs are being taught and aligned with the Florida State standards as indicated in their lesson plans. Curriculum maps and Focus Calendar align with Florida State Standards.

Instructional Strategies

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

Data is analysed and discussed weekly in grade group meetings. Teachers will be attending differentiation professional development through their lesson study to learn strategies for implementation in their classroom.. Students who are recognized as below level are placed in MTSS (Multi- Tiered Student Support) to work in small groups with the classroom teacher, ESE teacher, or a paraprofessional on the skills they need.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 36,000

Approximately 20 students each in grades three - five will be tutored two afternoons per week as follows:

3rd grade Reading and Math for 10 weeks, 2 days a week for 60 minutes

4th grade ELA and Math for 9 weeks, 2 days a week for 60 minutes

5th grade ELA, Math and Science 11 weeks, 2 days/ week for 60 minutes

Strategy Rationale

The students will receive differentiated instruction and academic support.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

vaughan, jennifer, vaughan.jennifer@mybradford.us

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

I-Ready, Achieve 3000

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

In the spring, a Kindergarten Open House/ Orientation meeting is held for incoming students and their families. Pre-K collaboration with the Kindergarten teachers throughout the year to discuss strategies being used in the classroom. In the Spring, the Principal of BMS will visit the 5th grade students to discuss expectations and scheduling for the Middle School. Class requirements along with test score requirements will also be reviewed. At the end of the year the 5th grade students will visit Bradford Middle School to take a tour of the campus.

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

Every year in the Spring our school has a Career Day with many businesses represented. Law Enforcement, Fire and Rescue, Bradford Union Technical Center and Santa Fe College and business owners participate. Through Career Day many opportunities are shared with the students. The students will also have an opportunity to tour Santa Fe College in Bradford County to be exposed to the college and meet the Santa Fe Center Director Cheryl Canova. She will speak to them about what Santa Fe College has to offer.

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

Through Career Day, the speakers share the certifications and requirements that need to be met in order to be able to be employed in that particular career. The speakers share what their job description and responsibilities are to the students during their presentation. The speakers include law enforcement, fire and rescue, cosmetology, nursing, truck driving and college careers. Santa Fe College also speaks about their program College for Kids.

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

Hands-On Science Labs are being used in the classroom to go with the lessons and 4-H will be providing lessons with different age groups to promote STEM learning.

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

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step **S123456** = Quick Key

Strategic Goals Summary

- G1.** If we deliver phonics instruction with fidelity, then we will see an increase in reading gains to the 40th percentile and Reading Lowest 25% gains to the 66th percentile.
- G2.** If we differentiate instruction across all content areas, then we will see an increase in Reading proficiency to the 63rd percentile, Math proficiency to the 47th percentile, Math lowest 25% to the 20th percentile, and Math gains to the 35th percentile.

Strategic Goals Detail

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

G1. If we deliver phonics instruction with fidelity, then we will see an increase in reading gains to the 40th percentile and Reading Lowest 25% gains to the 66th percentile. 1a

G037000

Targets Supported 1b

| Indicator | Annual Target |
|------------------------------|---------------|
| ELA/Reading Lowest 25% Gains | 40.0 |
| ELA/Reading Gains | 66.0 |

Resources Available to Support the Goal 2

- SIPPS
- FAIR & STAR test data
- Curriculum Resource Teacher / Reading Coach
- Paraprofessionals/ ESE teachers
- Horizons Phonics

Targeted Barriers to Achieving the Goal 3

- Teaching to fidelity

Plan to Monitor Progress Toward G1. 8

Classroom testing data, SIPPS mastery data, FAIR (3-5), Achieve 3000(3-5), STAR Reading and STAR Early Literacy will be discussed in the weekly grade group meetings.

Person Responsible

Rebecca Ansley

Schedule

Weekly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Classroom testing data, SIPPS mastery data, FAIR (3-5), Achieve 3000(3-5), STAR Reading and STAR Early Literacy

G2. If we differentiate instruction across all content areas, then we will see an increase in Reading proficiency to the 63rd percentile, Math proficiency to the 47th percentile, Math lowest 25% to the 20th percentile, and Math gains to the 35th percentile. 1a

G037001

Targets Supported 1b

| Indicator | Annual Target |
|-----------------------|---------------|
| Math Lowest 25% Gains | 20.0 |
| Math Gains | 35.0 |

Resources Available to Support the Goal 2

- Making Meaning
- Marzano Strategies
- Envision Math
- National Geographic Science
- Common Core Standards
- I-Ready
- Achieve 3000
- Paraprofessional and ESES support
- Math Facts in a Flash

Targeted Barriers to Achieving the Goal 3

- Teachers lack a selection of materials to use to differentiate.
- Teachers struggle with how to apply differentiation at the student level.

Plan to Monitor Progress Toward G2. 8

Classroom grades, STAR Reading, Math, and Early Literacy, I-Ready, Achieve 3000, Performance Matter Math (2-5) and Science (3-5), FAIR (3-5) will be analysed and discussed in grade group meetings.

Person Responsible

Rebecca Ansley

Schedule

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

Evidence of Completion

Classroom grades, STAR Reading, Math, and Early Literacy, I-Ready, Achieve 3000, Performance Matter Math (2-5) and Science (3-5), FAIR (3-5) will show gains throughout the year.

Action Plan for Improvement


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

Problem Solving Key


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

1 = Problem Solving Step  S123456 = Quick Key


G1. If we deliver phonics instruction with fidelity, then we will see an increase in reading gains to the 40th percentile and Reading Lowest 25% gains to the 66th percentile. **1**

 G037000

G1.B2 Teaching to fidelity **2**

 B088786

G1.B2.S1 Teaching Horizon Phonics/SIPPS to fidelity **4**

 S109914

Strategy Rationale

The teachers are unfamiliar and have never implemented either of these programs.

Action Step 1 **5**

Phonics testing for all students in grades 3-5.

Person Responsible

Rebecca Ansley

Schedule

Daily, from 8/20/2014 to 8/26/2014

Evidence of Completion

Copies of the SIPPS Phonics placement test.

Action Step 2 5

K-2 teachers train on Horizon Phonics

Person Responsible

Sherree Alvarez

Schedule

On 7/8/2014

Evidence of Completion

Sign in sheet from company led Horizons Phonics Training

Action Step 3 5

Ongoing training and modeling of Horizons Phonics

Person Responsible

Sherree Alvarez

Schedule

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

Evidence of Completion

Sign in sheets and Coaches Log

Action Step 4 5

Ongoing training of SIPPS for Paraprofessionals

Person Responsible

Rebecca Ansley

Schedule

Monthly, from 8/20/2014 to 5/29/2015

Evidence of Completion

Observations and feedback and modeling of lessons

Action Step 5 5

Monitor for fidelity

Person Responsible

jennifer vaughan

Schedule

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

Evidence of Completion

Walk-through and formal observation data

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

SIPPS data was collected and turned in to the CRT

Person Responsible

Rebecca Ansley

Schedule

Daily, from 8/20/2014 to 8/26/2014

Evidence of Completion

Groups were formed and assigned a Paraprofessional

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

Lesson Plans and classroom data will be monitored.

Person Responsible

jennifer vaughan

Schedule

Biweekly, from 9/18/2014 to 5/29/2015

Evidence of Completion

Lesson plans will be checked. Chapter tests and student progress will be discussed during grade group meetings.

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

Make sure classroom and computer lab is set up for training.

Person Responsible

Rebecca Ansley

Schedule

On 7/7/2014

Evidence of Completion

Classroom and computers were ready for presentors.

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

Discussion of teacher needs and planning of sessions

Person Responsible

jennifer vaughan

Schedule

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

Evidence of Completion

discussion and Coach's Log

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

Discussion with Paraprofessional on progress of program and needs.

Person Responsible

Rebecca Ansley

Schedule

Biweekly, from 8/25/2014 to 5/29/2015

Evidence of Completion

discussions

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

SIPPS assessments, Horizon Phonics assessments, and FAIR

Person Responsible

Rebecca Ansley

Schedule

Daily, from 9/2/2014 to 5/18/2015


Evidence of Completion

Data from the SIPPS assessments, Horizon Phonics assessments and Fair

G2. If we differentiate instruction across all content areas, then we will see an increase in Reading proficiency to the 63rd percentile, Math proficiency to the 47th percentile, Math lowest 25% to the 20th percentile, and Math gains to the 35th percentile. 1


 G037001

G2.B1 Teachers lack a selection of materials to use to differentiate. 2

 B088790

G2.B1.S1 Teachers need assistance finding resources to use for differentiation within all subject areas.

4

 S122784

Strategy Rationale

Teachers need assistance finding materials located at the school and on line.

Action Step 1 5

Email teachers to find out what resources they have in their classrooms.

Person Responsible

Rebecca Ansley

Schedule

On 10/3/2014

Evidence of Completion

The CRT will collect the information from the teachers and develop a resource inventory.

Action Step 2 5

Paraprofessionals and CRT will clean out storage areas and organize resources found in the CRT room.

Person Responsible

Rebecca Ansley

Schedule

Weekly, from 8/18/2014 to 10/31/2014

Evidence of Completion

Resources will be organized in the CRT room for teachers to check out.

Action Step 3 5

Based on classroom and testing data, the CRT will help individual teachers locate resources.

Person Responsible

Rebecca Ansley

Schedule

Weekly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Lesson plans and MTSS data sheets

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

Discuss possible uses of resources in grade group meeting

Person Responsible

Rebecca Ansley

Schedule

Biweekly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Grade group meeting minutes

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

Teachers will list the uses of the resources in their lesson plans.

Person Responsible

jennifer vaughan

Schedule

Weekly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Lesson plans

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

Improvement in classroom grades and progress monitoring

Person Responsible

Rebecca Ansley

Schedule

Biweekly, from 8/25/2014 to 5/29/2015


Evidence of Completion

Classroom grades, STAR Reading, Math, and Early Literacy, Performance Matters Math and Science, Achieve 3000, I-Ready

G2.B3 Teachers struggle with how to apply differentiation at the student level. 2

 B088792

G2.B3.S1 Teacher will gain a better understanding of differentiation in the classroom. 4

 S099406

Strategy Rationale

Teachers are not differentiating on a regular basis.

Action Step 1 5

Teachers will attend professional development on differentiation and unpacking the Common Core as a part of their Lesson Study.

Person Responsible

jennifer vaughan

Schedule

On 12/12/2014

Evidence of Completion

sign in sheet

Action Step 2 5

Teachers will implement differentiation in all subject areas.

Person Responsible

jennifer vaughan

Schedule

Weekly, from 10/20/2014 to 5/29/2015

Evidence of Completion

Lesson plans, walk-throughs, observations

Action Step 3 5

Teachers will apply differentiation while using the Common Core

Person Responsible

Schedule

On 12/12/2014

Evidence of Completion

Teachers will be observed teaching a lesson and will document the Standards in their lesson plans.

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

Robin White will be contacted to confirm dates of trainings

Person Responsible

jennifer vaughan

Schedule

On 12/9/2014

Evidence of Completion

email

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

Principal and CRT will discuss implementation strategies for differentiation in the classrooms.

Person Responsible

Rebecca Ansley

Schedule

Weekly, from 10/27/2014 to 5/29/2015

Evidence of Completion

discussion

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

Discussion on differentiation during grade group meeting to check for understanding after professional development

Person Responsible

Rebecca Ansley

Schedule

Monthly, from 10/23/2014 to 5/29/2015

Evidence of Completion

Grade Group meeting minutes

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

Classroom walk-through data by Jan. will indicate 70% of teachers are engaged in differentiated instruction.

Person Responsible

jennifer vaughan

Schedule

Weekly, from 10/27/2014 to 1/30/2015

Evidence of Completion

Classroom walk-through data

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 | Teachers will attend professional development on differentiation and unpacking the Common Core as a part of their Lesson Study. | vaughan, jennifer | 10/17/2014 | sign in sheet | 12/12/2014 one-time |
| G1.B2.S1.A1 | Phonics testing for all students in grades 3-5. | Ansley, Rebecca | 8/20/2014 | Copies of the SIPPS Phonics placement test. | 8/26/2014 daily |
| G2.B1.S1.A1 | Email teachers to find out what resources they have in their classrooms. | Ansley, Rebecca | 9/22/2014 | The CRT will collect the information from the teachers and develop a resource inventory. | 10/3/2014 one-time |
| G1.B2.S1.A2 | K-2 teachers train on Horizon Phonics | Alvarez, Sherree | 7/7/2014 | Sign in sheet from company led Horizons Phonics Training | 7/8/2014 one-time |
| G2.B1.S1.A2 | Paraprofessionals and CRT will clean out storage areas and organize resources found in the CRT room. | Ansley, Rebecca | 8/18/2014 | Resources will be organized in the CRT room for teachers to check out. | 10/31/2014 weekly |

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Lawtey Elementary School

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|--------------|--|-------------------|-------------------------------|---|---------------------|
| G2.B3.S1.A2 | Teachers will implement differentiation in all subject areas. | vaughan, jennifer | 10/20/2014 | Lesson plans, walk-throughs, observations | 5/29/2015 weekly |
| G1.B2.S1.A3 | Ongoing training and modeling of Horizons Phonics | Alvarez, Sherree | 8/18/2014 | Sign in sheets and Coaches Log | 5/29/2015 weekly |
| G2.B1.S1.A3 | Based on classroom and testing data, the CRT will help individual teachers locate resources. | Ansley, Rebecca | 8/25/2014 | Lesson plans and MTSS data sheets | 5/29/2015 weekly |
| G2.B3.S1.A3 | Teachers will apply differentiation while using the Common Core | | 10/17/2014 | Teachers will be observed teaching a lesson and will document the Standards in their lesson plans. | 12/12/2014 one-time |
| G1.B2.S1.A4 | Ongoing training of SIPPS for Paraprofessionals | Ansley, Rebecca | 8/20/2014 | Observations and feedback and modeling of lessons | 5/29/2015 monthly |
| G1.B2.S1.A5 | Monitor for fidelity | vaughan, jennifer | 9/2/2014 | Walk-through and formal observation data | 5/29/2015 biweekly |
| G1.MA1 | Classroom testing data, SIPPS mastery data, FAIR (3-5), Achieve 3000(3-5), STAR Reading and STAR Early Literacy will be discussed in the weekly grade group meetings. | Ansley, Rebecca | 8/25/2014 | Classroom testing data, SIPPS mastery data, FAIR (3-5), Achieve 3000(3-5), STAR Reading and STAR Early Literacy | 5/29/2015 weekly |
| G1.B2.S1.MA1 | SIPPS assessments, Horizon Phonics assessments, and FAIR | Ansley, Rebecca | 9/2/2014 | Data from the SIPPS assessments, Horizon Phonics assessments and Fair | 5/18/2015 daily |
| G1.B2.S1.MA1 | SIPPS data was collected and turned in to the CRT | Ansley, Rebecca | 8/20/2014 | Groups were formed and assigned a Paraprofessional | 8/26/2014 daily |
| G1.B2.S1.MA3 | Lesson Plans and classroom data will be monitored. | vaughan, jennifer | 9/18/2014 | Lesson plans will be checked. Chapter tests and student progress will be discussed during grade group meetings. | 5/29/2015 biweekly |
| G1.B2.S1.MA4 | Make sure classroom and computer lab is set up for training. | Ansley, Rebecca | 7/3/2014 | Classroom and computers were ready for presentors. | 7/7/2014 one-time |
| G1.B2.S1.MA5 | Discussion of teacher needs and planning of sessions | vaughan, jennifer | 8/18/2014 | discussion and Coach's Log | 5/29/2015 weekly |
| G1.B2.S1.MA6 | Discussion with Paraprofessional on progress of program and needs. | Ansley, Rebecca | 8/25/2014 | discussions | 5/29/2015 biweekly |
| G2.MA1 | Classroom grades, STAR Reading, Math, and Early Literacy, I-Ready, Achieve 3000, Performance Matter Math (2-5) and Science (3-5), FAIR (3-5) will be analysed and discussed in grade group meetings. | Ansley, Rebecca | 9/8/2014 | Classroom grades, STAR Reading, Math, and Early Literacy, I-Ready, Achieve 3000, Performance Matter Math (2-5) and Science (3-5), FAIR (3-5) will show gains throughout the year. | 5/29/2015 weekly |
| G2.B3.S1.MA1 | Discussion on differentiation during grade group meeting to check for understanding after professional development | Ansley, Rebecca | 10/23/2014 | Grade Group meeting minutes | 5/29/2015 monthly |
| G2.B3.S1.MA4 | Classroom walk-through data by Jan. will indicate 70% of teachers are engaged in differentiated instruction. | vaughan, jennifer | 10/27/2014 | Classroom walk-through data | 1/30/2015 weekly |
| G2.B3.S1.MA1 | Robin White will be contacted to confirm dates of trainings | vaughan, jennifer | 10/14/2014 | email | 12/9/2014 one-time |
| G2.B3.S1.MA3 | Principal and CRT will discuss implementation strategies for differentiation in the classrooms. | Ansley, Rebecca | 10/27/2014 | discussion | 5/29/2015 weekly |
| G2.B1.S1.MA1 | Improvement in classroom grades and progress monitoring | Ansley, Rebecca | 8/25/2014 | Classroom grades, STAR Reading, Math, and Early Literacy, Performance Matters Math and Science, Achieve 3000, I-Ready | 5/29/2015 biweekly |
| G2.B1.S1.MA1 | Discuss possible uses of resources in grade group meeting | Ansley, Rebecca | 8/25/2014 | Grade group meeting minutes | 5/29/2015 biweekly |
| G2.B1.S1.MA2 | Teachers will list the uses of the resources in their lesson plans. | vaughan, jennifer | 8/25/2014 | Lesson plans | 5/29/2015 weekly |

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. If we deliver phonics instruction with fidelity, then we will see an increase in reading gains to the 40th percentile and Reading Lowest 25% gains to the 66th percentile.

G1.B2 Teaching to fidelity

G1.B2.S1 Teaching Horizon Phonics/SIPPS to fidelity

PD Opportunity 1

K-2 teachers train on Horizon Phonics

Facilitator

Reading Horizons - Caroline McNair

Participants

K-2 teachers

Schedule

On 7/8/2014

PD Opportunity 2

Ongoing training and modeling of Horizons Phonics

Facilitator

Participants

Schedule

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

G2. If we differentiate instruction across all content areas, then we will see an increase in Reading proficiency to the 63rd percentile, Math proficiency to the 47th percentile, Math lowest 25% to the 20th percentile, and Math gains to the 35th percentile.

G2.B3 Teachers struggle with how to apply differentiation at the student level.

G2.B3.S1 Teacher will gain a better understanding of differentiation in the classroom.

PD Opportunity 1

Teachers will attend professional development on differentiation and unpacking the Common Core as a part of their Lesson Study.

Facilitator

Robin White, DA team

Participants

All classroom teachers, CRT, ESE teachers

Schedule

On 12/12/2014

Technical Assistance Items

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

Budget Rollup

Summary

| Description | Total |
|--|--------------|
| Goal 1: If we deliver phonics instruction with fidelity, then we will see an increase in reading gains to the 40th percentile and Reading Lowest 25% gains to the 66th percentile. | 1,700 |
| Goal 2: If we differentiate instruction across all content areas, then we will see an increase in Reading proficiency to the 63rd percentile, Math proficiency to the 47th percentile, Math lowest 25% to the 20th percentile, and Math gains to the 35th percentile. | 3,700 |
| Grand Total | 5,400 |

Goal 1: If we deliver phonics instruction with fidelity, then we will see an increase in reading gains to the 40th percentile and Reading Lowest 25% gains to the 66th percentile.

| Description | Source | Total |
|---|---------------|--------------|
| B2.S1.A2 - Horizon Phonics Summer Training | Other Federal | 1,200 |
| B2.S1.A3 - Substitute Teachers to relieve the teachers for training. | Other Federal | 500 |
| Total Goal 1 | | 1,700 |

Goal 2: If we differentiate instruction across all content areas, then we will see an increase in Reading proficiency to the 63rd percentile, Math proficiency to the 47th percentile, Math lowest 25% to the 20th percentile, and Math gains to the 35th percentile.

| Description | Source | Total |
|---|----------------|--------------|
| B3.S1.A1 - SEEC grant will pay for the State Differentiated Accountability representative and teacher substitutes. | Other Federal | 2,000 |
| B3.S1.A3 - The Common Core Companion: The Standards Decoded | Title I Part A | 1,000 |
| B3.S1.A3 - Chart tablets | Title I Part A | 700 |
| Total Goal 2 | | 3,700 |