Hickory Tree Elementary School

2014-15 School Improvement Plan

Hickory Tree Elementary School

2355 OLD HICKORY TREE RD, Saint Cloud, FL 34772

www.osceola.k12.fl.us

School Demographics

School Type	**Title I**	**Free/Reduced Price Lunch**
Elementary	No	55%

Alternative/ESE Center	**Charter School**	**Minority**
No	No	33%

School Grades History

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

School Board Approval

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

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Preparing for Tomorrow by Everyone Learning, Teaching, and Succeeding Today

Provide the school's vision statement

To outperform all other schools in the district

School Environment

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

Hickory Tree is a community school that is celebrating its 30th birthday this year! There are many established traditions throughout the school year that continue each year. Students are active participants in the traditions. The voice of parents is heard at SAC meetings, PAC meetings, and through the annual survey. Students and parents attend our Meet the Teacher event during pre-planning. Then we host an Open House in September and will have a conference night in October.

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

Hickory Tree is a parent friendly campus. Parents are able to walk their children to class and have lunch with them as they'd like. Parents are required to check-in at the front office and wear their visitor badge on their chest. We have staff members on duty in the morning and afternoon, as well as safety patrols, to assist students.

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

This year HTE is transitioning to PBS from Stop and Think. As the discipline committee develops school-wide expectations, classrooms will continue to use Stop and Think. We will introduce PBS when it is organized and ready to go (that may be in January or it may take all year to develop it and we'll introduce it next school year).

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

Our guidance counselor conducts class, group, and individual lessons based on need. She effectively communicates with staff, students, and parents.

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

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

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

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

Hickory Tree Elementary parents are very involved. They volunteer in different areas during the school day, chaperone field trips, and participate in our events. During the 2014-2015 school year we will achieve at least 9,000 parent involvement hours. Our school will use the OASIS volunteer program hours to measure our results. During the 2013-2014 school year we earned 9,000 parent volunteer hours.

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

We have a Business Partner Coordinator who builds and sustains partnerships with the local community. Several partners participated in our Meet Your Teacher event. They will also participate in our Open House and Hickory Tree Birthday Bash. Our business partners are also active members of our SAC.

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
Vislocky, Karen	Principal
Karlskin, Latricia	Assistant Principal
Palmer, Rosanna	Instructional Coach
Langley, Ashlee	Teacher, K-12
Omer, Julia	Guidance Counselor

Duties

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

Principal – Karen Vislocky: With input from the staff, has developed this year's non-negotiables in regards to instruction, collaboration, work attitude, and work habits. She clearly communicates the direction the school is going, shares school wide data at staff meetings, and conducts classroom walk-throughs weekly in order to provide specific feedback on the instruction taking place. Monthly grade level lead meetings are held so the leads can discuss topics with their teams and shared decisions can be made. Weekly leadership team meetings keep all members up to date on the instructional level of the school. It is also a time for us to discuss data. Voluntary grade level meetings are held approximately two times a month to support teacher instruction. The school's schedule allows teams to meet as a PLC twice a month to review data, develop SMART goals, and discuss instruction. The expectation is that teams are meeting weekly as a PLC. She is an active member of the MTSS team.
Assistant Principal – Latricia Karlskin: Conducts classroom walk-throughs and provides specific feedback to the teachers. She oversees discipline so the classroom learning environment is conducive to learning for all students. She works with the teachers and paraprofessionals in regards to best practices for remediating students. She serves on the MTSS team and is also the Testing Administrator.
Literacy Coach – Rosanna Palmer: Attends literacy coach meetings, provides PD, and supports teachers with their reading and writing instruction. She oversees implementation of remediation interventions outside of the reading block. She serves as a member of the MTSS team. She leads the Literacy Council.
Math/Science Lead - Ashlee Langley: Serves as a 5th grade teacher, but also the school's math/science lead. She attends coach meetings, provides PD to teachers, and supports their math/science instruction.
Guidance Counselor - Julia Omer: Provides class, group, and individual counseling. She also is our MTSS Coach which requires her to collaborate with teachers, parents, and the school psychologist to support implementation of Tier 2 and Tier 3 interventions, schedule team meetings, organize agendas, and review data. She collaborates with the School Psychologist and Resource Compliance Specialist to identify, refer, assess, and communicate with the family of students who are failing to make significant progress after receiving Tier 1, Tier 2, and individualized, specifically targeted Tier 3 instructional intervention(s). She is also the Testing Coordinator, 504 Coordinator, and conducts gifted screenings.

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

Following school wide baseline and benchmark progress monitoring, the team assembles to analyze and disaggragate test data, identifying weaknesses in groups or populations to address Tier 1 needs that become apparent. Monthly, the MTSS Team analyzes grade level comparative data to ensure student needs are being targeted with effective interventions at the Tier 2 level. MTSS Coach, Literacy Coach, School Psychologist, and Administration collaborate to provide professional development for teachers on implementation of academic and behavior interventions, accommodations, and modifications. Students who are failing to make significant progress receive Tier 3 individualized analysis and interventions as needed and are monitored weekly.

We are not a Title I school, but listed here is how we use the funds provided to our school in the selected areas.

SAI (Supplemental Academic Instruction) funds are utilized at Hickory Tree Elementary School during the school day in third-fifth grade for math and/or reading for fifty minutes on Tuesday, Wednesday, and Friday beginning in October and ending in April. The students who are being targeted for this program are bubble students. 4th grade also includes Writing and 5th includes Science from January to April.

FIT (Family in Transitions) funds are utilized at Hickory Tree. Our guidance counselor serves as the designated liaison to provide food bags each weekend to families in need. Domestic resources are provided as needed. Local community resources are coordinated through the school.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Karen Vislocky	Principal
Jessica McCard	Teacher
Audrey Cartwright	Teacher
Jennifer Wagner	Teacher
Mandi Winter	Teacher
Wendy Resch	Teacher
Melodie Griffin	Parent
Susan Sanchez	Parent
Feather Landon	Parent
Karen Virguez	Parent
Mary (Missy) Mann	Parent
Jennifer Dabrowski	Parent
Veronica Jensen	Parent
Linda Lytle	Business/Community
Jessica Jones	Business/Community
George White	Business/Community

Duties

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

Evaluation of last year's school improvement plan

SAC approved the 2013-2014 SIP. 2014 data was shared at the first SAC meeting in September as well as the goals for this school year.

Development of this school improvement plan

SAC is involved in the development of the SIP by being asked to participate in creating the plan and reviewing the finalized plan.

Preparation of the school's annual budget and plan

The budget is presented to SAC and input is heard before decisions are made by the Principal.

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

The SAC budget at this time is $7912.18. School improvement funds will be used for staff professional development, educational materials for students, and educational conferences for teachers.

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
Vislocky, Karen	Principal
Palmer, Rosanna	Instructional Coach
Resch, Wendy	Teacher, K-12
Saslofsky, Nicole	Teacher, K-12
Savasta, Lauren	Teacher, K-12
Griggers, Cindy	Teacher, K-12
Regan, Suzanne	Teacher, K-12
Zuza, Carrie	Teacher, K-12
Harkema, Julie	Teacher, K-12
Hutchinson, Bev	Instructional Media

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team will focus on close reading and written reading responses using the reader, writer, editor approach. Also, the team will continue with last year's initiatives to expose students to a variety of genres and enhance the Accelerated Reader program so all students learn to love to read. The goal is to prepare students for success on the Florida Standards Assessment and to have a love of reading throughout the school year. The literacy coach will offer PD, model, and support teachers as they practice close reading and written responses that compare texts.
Students are rewarded for earning AR points. School-wide goals are set and rewards will be supplied

in increments of 3000 points.

The Literacy Leadership Team continues to involve the community in reading. We plan to host a literacy night each semester. We will also conduct an FSA night for parents.

The Literacy Leadership Team also analyzes school-wide data from STAR Enterprise. This is a new progress monitoring tool for our district, and we want to involve the team in delving into the data and making instructional decisions to benefit the students of Hickory Tree Elementary.

Public and Collaborative Teaching

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

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

The Principal shared her expectations for collaboration at the beginning of the school year. Teachers created accountability criteria for our collaboration non-negotiable during pre-planning. Grade levels have shared what day they meet weekly for collaboration. Planning times, outside of their block time, have been created at the end of each nine weeks for each grade level to plan collaboratively for the upcoming nine weeks.

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

In order to recruit and retain high quality, effective teachers that fit in with the culture of the school, Hickory Tree Elementary School has implemented an interview team made up of a variety of staff members from various grade levels and interest areas (ESE, office) to conduct interviews of potential candidates for the school. All candidates that are interviewed must be highly qualified in order to be interviewed by the team. The people responsible for recruiting and retaining effective staff are the Principal and Assistant Principal. In order to assist in retaining qualified staff members, we strive to promote a positive climate and culture that supports teaching, learning, collaboration, and high expectations.

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

The Media Specialist is serving as our mentor for the one new InD teacher at Hickory Tree Elementary School. New teachers to the school are also assigned a mentor in their grade level to make sure they get acclimated to the school and understand the expectations.

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

Teachers received PD on C-PALMS during pre-planning and will continue to receive training throughout the school year. Teachers will also participate in Core Connections and Math Solutions training. The Literacy Coach and Math/Science Lead provide support to the teachers by modeling, discussing data/instruction, and providing resources. Administration will ensure implementation during walk-throughs and provide specific feedback.

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

After each STAR assessment, grade levels disaggregate data, discuss instruction, and modify lessons as needed to meet the needs of those students scoring below grade level. Teachers will also meet with their Observation Administrator to discuss data trends after STAR progress monitoring 2 and 3.
The Principal also shares school-wide data with the school at each staff meeting and gives the teachers time to discuss how it impacts their instruction.

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

Strategy: Extended School Day

Minutes added to school year: 42,550

Students are able to access the computer lab prior to school beginning for remediation. Teachers and paras also work with the lowest quartile and "bubble" students during special areas of P.E., art and music. We use researched based programs (Journeys Write-in Readers, Journey's Toolkit, leveled readers, Do the Math and Go Math Strategic Interventions) to provide remediation.
ACCEL is offered to our more capable students, so opportunities for enrichment and acceleration are provided. ACCEL was not counted in the minutes, as this replaces core instruction.
Minutes added to the school year:
Computer time in the morning = 2550
Remediation at block = 40000
Total = 42550

Strategy Rationale

Utilization of supplemental computer based instruction and small group instruction with teachers and paras are effective strategies to increase student gains.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Vislocky, Karen, vislockk@osceola.k12.fl.us

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

Weekly or bi-weekly, the instructors assess students on the instructional content and analyze the data to drive the instruction. The assessment is done in the small group setting utilizing assessments from the program, running records, and/or recounting stories or information. As a district, we progress monitor Tier 1 students in grades K-5 using STAR four times a year. At Hickory Tree, we use STAR Enterprise for monthly progress monitoring of Tier 2 students, bi-weekly progress monitoring for Tier 3 students along with DIBELS. The data is analyzed by the individual instructors and the MTSS team monitors the data for the Tier 2 and Tier 3 students. The committee routinely meets to review data on the selected students. Placements in and out of remediation are discussed as are alternate programs for students not making progress.

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

Hickory Tree Elementary has a half day pre-kindergarten program. Pre-K provides a balanced instructional approach to learning skills necessary for kindergarten. At the end of the school year, 5th grade will have a vertical meeting with our feeder 6th grade.

College and Career Readiness

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

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

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

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

School Improvement Goals

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

Problem Solving Key

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

1 = Problem Solving Step   S123456 = Quick Key

Strategic Goals Summary

G1.   All teachers will provide a structured approach to teaching through the implementation and use of common instructional boards in ELA, Math, and Science in order to provide a focus for instruction and support student understanding of the content.

G2.   All teachers will provide differentiated and individualized instruction by implementing district initiatives, having students actively engaged in learning, and analyzing on-going student formative assessment data.

Strategic Goals Detail

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

G1. All teachers will provide a structured approach to teaching through the implementation and use of common instructional boards in ELA, Math, and Science in order to provide a focus for instruction and support student understanding of the content. `1a`

🔍 G038690

Targets Supported `1b`

Indicator	Annual Target
AMO Reading - All Students	75.0
AMO Math - All Students	73.0
FCAT 2.0 Science Proficiency	50.0
FAA Writing Proficiency	52.0

Resources Available to Support the Goal `2`

- The resources available to our school include C-PALMS, district adopted curriculum, research, observations and feedback by Administration, modeling from coaches, and teacher support through grade level planning.

Targeted Barriers to Achieving the Goal `3`

- The use of common instructional boards continues due to confusion and lack of understanding by the teachers. To assist, clear criteria for the common boards was shared as well as research to support its purpose. On-going feedback will assist teachers while they practice its implementation in order to increase student achievement.

Plan to Monitor Progress Toward G1. `8`

Conduct on-going observations for correct usage during classroom instruction and teacher data discussions.

Person Responsible
Karen Vislocky

Schedule
Monthly, from 8/25/2014 to 6/4/2015

Evidence of Completion
Documented observation from classroom visits.

G2. All teachers will provide differentiated and individualized instruction by implementing district initiatives, having students actively engaged in learning, and analyzing on-going student formative assessment data.
`1a`

Targets Supported `1b`

`G038691`

Indicator	Annual Target
AMO Reading - All Students	75.0
AMO Math - All Students	73.0
FCAT 2.0 Science Proficiency	50.0
FAA Writing Proficiency	52.0

Resources Available to Support the Goal `2`

- The resources available to our school include C-PALMS, district adopted curriculum, District and School-wide PD, observations and feedback by Administration, modeling of cooperative learning strategies, and teacher support through grade level planning and use of coaches as resources.

Targeted Barriers to Achieving the Goal `3`

- Providing differentiated and individualized instruction for students through the use of analyzing data continues at our school. Last year, teachers met with Administration to discuss STAR Reading and Math assessments. This year, grade levels will analyze and discuss their grade as a whole through the PLC process. Providing teachers with the professional development, support, and on-going feedback will assist while they work collaboratively to identify the strengths and weaknesses of the students and themselves in order to maximize growth.

- Teachers need to receive PD on District Initiatives (Math Solutions, Core Connections), as well as School-wide PD and support on those initiatives and student engagement.

Plan to Monitor Progress Toward G2. `8`

Conduct on-going observations for implementation during classroom instruction and teacher data discussions.

Person Responsible
Karen Vislocky

Schedule
Quarterly, from 8/25/2014 to 6/4/2015

Evidence of Completion
Documented observation feedback from classroom visits that show implementation of district initiatives and cooperative learning strategies.

Action Plan for Improvement

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

Problem Solving Key

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

`1` = Problem Solving Step 🔑 S123456 = Quick Key

G1. All teachers will provide a structured approach to teaching through the implementation and use of common instructional boards in ELA, Math, and Science in order to provide a focus for instruction and support student understanding of the content. `1`

🔑 G038690

G1.B1 The use of common instructional boards continues due to confusion and lack of understanding by the teachers. To assist, clear criteria for the common boards was shared as well as research to support its purpose. On-going feedback will assist teachers while they practice its implementation in order to increase student achievement. `2`

🔑 B092954

G1.B1.S1 Overview 1. Provide rationale for implementation. 2. Provide support for implementation. 3. Provide on-going training and feedback. Our strategy for attaining this goal is for Administration to observe teachers throughout the year using True North Logic and to provide feedback through these observations. The intent is to provide an open dialogue on what is being observed and how to enhance teacher instruction and student learning. As Administrators meet with teachers, they will have additional information on how to provide support or training on the implementation of common instructional boards within the classrooms and how to best meet their students' needs. `4`

🔑 S103922

Strategy Rationale

Action Step 1 `5`

Identify need through use of school data and implementation of best practices.

Person Responsible

Karen Vislocky

Schedule

Monthly, from 8/25/2014 to 6/4/2015

Evidence of Completion

Implementation of common instructional boards and documented classroom observation feedback.

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

Conduct on-going observations to ensure fidelity.

Person Responsible

Karen Vislocky

Schedule

Monthly, from 8/25/2014 to 6/4/2015

Evidence of Completion

Documented observations from classroom visits.

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

Conduct on-going observations for correct usage during classroom instruction and teacher data discussions.

Person Responsible

Karen Vislocky

Schedule

Monthly, from 8/25/2014 to 6/4/2015

Evidence of Completion

Documented observations from classroom visits.

G2. All teachers will provide differentiated and individualized instruction by implementing district initiatives, having students actively engaged in learning, and analyzing on-going student formative assessment data. [1]

G038691

G2.B1 Providing differentiated and individualized instruction for students through the use of analyzing data continues at our school. Last year, teachers met with Administration to discuss STAR Reading and Math assessments. This year, grade levels will analyze and discuss their grade as a whole through the PLC process. Providing teachers with the professional development, support, and on-going feedback will assist while they work collaboratively to identify the strengths and weaknesses of the students and themselves in order to maximize growth. [2]

B092955

G2.B1.S1 Overview 1. Provide rationale for implementation. 2. Provide support for implementation. 3. Provide on-going training and feedback. Our strategy for attaining this goal is for Administrators to observe teachers throughout the year using True North Logic and to provide feedback through these observations. The intent is to provide an open dialogue on what is being observed and how to enhance teacher instruction and student learning. An added layer to this strategy is to individually meet with teachers throughout the year to review all the available data for the students within their classes and to ensure that all student needs are being met. As Administrators meet with teachers, they will have additional information on how to provide support or training on the new STAR Reading and Math assessments, grading, or any other data used to track student growth and progress. [4]

S103923

Strategy Rationale

Action Step 1 [5]

Identify need through use of school data and implementation of best practices.

Person Responsible

Karen Vislocky

Schedule

Quarterly, from 8/25/2014 to 6/4/2015

Evidence of Completion

Implementation of differentiated instructional groups, documented classroom observation data, improved student achievement.

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

Conduct on-going observations and teacher data discussions to ensure fidelity.

Person Responsible

Karen Vislocky

Schedule

Quarterly, from 8/25/2014 to 6/4/2015

Evidence of Completion

Implementation of differentiated instructional groups, documented classroom observation feedback, improved student achievement.

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

Conduct on-going observations for correct usage during classroom instruction and teacher data discussions.

Person Responsible

Karen Vislocky

Schedule

Quarterly, from 8/25/2014 to 6/4/2015

Evidence of Completion

Implementation of differentiated instructional groups, documented classroom observation feedback, improved student achievement.

G2.B2 Teachers need to receive PD on District Initiatives (Math Solutions, Core Connections), as well as School-wide PD and support on those initiatives and student engagement. `2`

🔑 B128665

G2.B2.S1 K-5 teachers will attend Math Solutions training off campus. 3-5 teachers will also attend Core Connections training off campus. The Literacy Coach will provide PD to K-2 teachers on having the students be readers, writers, and editors. She will model lessons and support teachers. The Math/ Science Lead will also support teachers. Cooperative learning strategies will be modeled at staff meetings and grade level meetings. `4`

🔑 S140802

Strategy Rationale

Action Step 1 `5`

Teachers will receive PD and implement what is learned in their classroom.

Person Responsible

Karen Vislocky

Schedule

Quarterly, from 8/25/2014 to 6/4/2015

Evidence of Completion

Administration will provide feedback to teachers during classroom walk-throughs using the True North Logic system.

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

Classroom visits to determine if implementation is occurring.

Person Responsible

Karen Vislocky

Schedule

Quarterly, from 8/25/2014 to 6/4/2015

Evidence of Completion

Administration will see Talk Moves, thinking and reasoning, manipulatives, students being readers, writers, editors, and working in groups.

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

Conduct observations for implementation during classroom instruction.

Person Responsible

Karen Vislocky

Schedule

Quarterly, from 8/25/2014 to 6/4/2015

Evidence of Completion

Administration will see Talk Moves, thinking and reasoning, manipulatives, students being readers, writers, editors, and working in groups.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Identify need through use of school data and implementation of best practices.	Vislocky, Karen	8/25/2014	Implementation of common instructional boards and documented classroom observation feedback.	6/4/2015 monthly
G2.B1.S1.A1	Identify need through use of school data and implementation of best practices.	Vislocky, Karen	8/25/2014	Implementation of differentiated instructional groups, documented classroom observation data, improved student achievement.	6/4/2015 quarterly
G2.B2.S1.A1	Teachers will receive PD and implement what is learned in their classroom.	Vislocky, Karen	8/25/2014	Administration will provide feedback to teachers during classroom walk-throughs using the True North Logic system.	6/4/2015 quarterly
G1.MA1	Conduct on-going observations for correct usage during classroom instruction and teacher data discussions.	Vislocky, Karen	8/25/2014	Documented observation from classroom visits.	6/4/2015 monthly
G1.B1.S1.MA1	Conduct on-going observations for correct usage during classroom instruction and teacher data discussions.	Vislocky, Karen	8/25/2014	Documented observations from classroom visits.	6/4/2015 monthly
G1.B1.S1.MA1	Conduct on-going observations to ensure fidelity.	Vislocky, Karen	8/25/2014	Documented observations from classroom visits.	6/4/2015 monthly
G2.MA1	Conduct on-going observations for implementation during classroom instruction and teacher data discussions.	Vislocky, Karen	8/25/2014	Documented observation feedback from classroom visits that show implementation of district initiatives and cooperative learning strategies.	6/4/2015 quarterly
G2.B1.S1.MA1	Conduct on-going observations for correct usage during classroom instruction and teacher data discussions.	Vislocky, Karen	8/25/2014	Implementation of differentiated instructional groups, documented classroom observation feedback, improved student achievement.	6/4/2015 quarterly
G2.B1.S1.MA1	Conduct on-going observations and teacher data discussions to ensure fidelity.	Vislocky, Karen	8/25/2014	Implementation of differentiated instructional groups, documented classroom observation feedback, improved student achievement.	6/4/2015 quarterly
G2.B2.S1.MA1	Conduct observations for implementation during classroom instruction.	Vislocky, Karen	8/25/2014	Administration will see Talk Moves, thinking and reasoning, manipulatives,	6/4/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				students being readers, writers, editors, and working in groups.	
G2.B2.S1.MA1	Classroom visits to determine if implementation is occurring.	Vislocky, Karen	8/25/2014	Administration will see Talk Moves, thinking and reasoning, manipulatives, students being readers, writers, editors, and working in groups.	6/4/2015 quarterly

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. All teachers will provide a structured approach to teaching through the implementation and use of common instructional boards in ELA, Math, and Science in order to provide a focus for instruction and support student understanding of the content.

G1.B1 The use of common instructional boards continues due to confusion and lack of understanding by the teachers. To assist, clear criteria for the common boards was shared as well as research to support its purpose. On-going feedback will assist teachers while they practice its implementation in order to increase student achievement.

G1.B1.S1 Overview 1. Provide rationale for implementation. 2. Provide support for implementation. 3. Provide on-going training and feedback. Our strategy for attaining this goal is for Administration to observe teachers throughout the year using True North Logic and to provide feedback through these observations. The intent is to provide an open dialogue on what is being observed and how to enhance teacher instruction and student learning. As Administrators meet with teachers, they will have additional information on how to provide support or training on the implementation of common instructional boards within the classrooms and how to best meet their students' needs.

PD Opportunity 1

Identify need through use of school data and implementation of best practices.

Facilitator

Administrators, Literacy Coach, MTSS Coach, Math and Science Lead

Participants

Teachers

Schedule

Monthly, from 8/25/2014 to 6/4/2015

G2. All teachers will provide differentiated and individualized instruction by implementing district initiatives, having students actively engaged in learning, and analyzing on-going student formative assessment data.

G2.B1 Providing differentiated and individualized instruction for students through the use of analyzing data continues at our school. Last year, teachers met with Administration to discuss STAR Reading and Math assessments. This year, grade levels will analyze and discuss their grade as a whole through the PLC process. Providing teachers with the professional development, support, and on-going feedback will assist while they work collaboratively to identify the strengths and weaknesses of the students and themselves in order to maximize growth.

G2.B1.S1 Overview 1. Provide rationale for implementation. 2. Provide support for implementation. 3. Provide on-going training and feedback. Our strategy for attaining this goal is for Administrators to observe teachers throughout the year using True North Logic and to provide feedback through these observations. The intent is to provide an open dialogue on what is being observed and how to enhance teacher instruction and student learning. An added layer to this strategy is to individually meet with teachers throughout the year to review all the available data for the students within their classes and to ensure that all student needs are being met. As Administrators meet with teachers, they will have additional information on how to provide support or training on the new STAR Reading and Math assessments, grading, or any other data used to track student growth and progress.

PD Opportunity 1

Identify need through use of school data and implementation of best practices.

Facilitator

Administrators, Literacy Coach, MTSS Coach, Math/Science Lead

Participants

Teachers

Schedule

Quarterly, from 8/25/2014 to 6/4/2015

G2.B2 Teachers need to receive PD on District Initiatives (Math Solutions, Core Connections), as well as School-wide PD and support on those initiatives and student engagement.

G2.B2.S1 K-5 teachers will attend Math Solutions training off campus. 3-5 teachers will also attend Core Connections training off campus. The Literacy Coach will provide PD to K-2 teachers on having the students be readers, writers, and editors. She will model lessons and support teachers. The Math/ Science Lead will also support teachers. Cooperative learning strategies will be modeled at staff meetings and grade level meetings.

PD Opportunity 1

Teachers will receive PD and implement what is learned in their classroom.

Facilitator

Math Solutions personnel, Core Connections personnel, Literacy Coach, Math/Science Lead, Administration

Participants

Teachers

Schedule

Quarterly, from 8/25/2014 to 6/4/2015

Technical Assistance Items

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

Budget Rollup

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