

Orangewood Elementary School



2014-15 School Improvement Plan

Oranewood Elementary School

4001 DELEON ST, Fort Myers, FL 33901

<http://owd.leeschools.net/>

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
80%

Alternative/ESE Center
No

Charter School
No

Minority
73%

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 Lee 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
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Educate World Class Citizens in a Safe and Nurturing Environment

Provide the school's vision statement

To Be A World Class School System

School Environment

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

The district provides a school climate survey to all parents, both electronically and in paper. The data from the survey is used in planning classroom team building activities as well as parent involvement nights.

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

The school operates as a Positive Behavior Supports school which means that faculty and staff work proactively to teach positive social skills and acknowledge proper behaviors. Teachers stand outside of their classrooms to greet students and monitor hallway behaviors. The school has the "Ocelot Expectations" posted in every classroom and throughout the school.

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 school-wide behavioral system set in place is Positive Behavior Support. Students are recognized for proper behaviors and are rewarded for them. The school has clear expectations through the "Ocelot Code" and "Ocelot Expectations" posted in every classroom and throughout the school.

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

Full time school counselor
Mentoring program between staff and students
MTSS referrals
Social worker

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

In school year 2013-14 attendance at parental involvement activities will increase from 73% to 75% as measured by the sign-in sheets available at every function.

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

The school builds partnerships, as well as maintains partnerships through letters and invitations sent out to local community members. The partners are invited in for a breakfast and are included in events that occur through the school year. At the end of the year, a luncheon is held again to thank the partners for their contributions to the school, as well as an extended invite for the following year is given.

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
Pescatrice, Michelle	Principal
Borel, Darcia	Assistant Principal
Morgan, Kevin	Teacher, K-12
Ahmad, Hana	Teacher, K-12
Carter, Janet	Teacher, K-12
Clime, Katrina	Teacher, K-12
Kerr, Rhonda	Teacher, K-12
Lysiak, Stephanie	Teacher, K-12
Ownbey, Angela	Teacher, K-12
Winkler, Rodney	Instructional Technology
Deaver, Karen	Guidance Counselor
Jacobs, Amy	Instructional Coach
Delikat, Laurene	Instructional Coach

Duties

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

Principal/Assistant Principal: Facilitate implementation of the MTSS problem-solving process in your building; Provide or coordinate valuable and continuous professional development; Assign paraprofessionals to support MTSS implementation when possible; Attend MTSS Team meetings to be active in the MTSS change process; Conduct classroom walk-throughs to monitor fidelity.

Guidance Counselor/Curriculum Specialist: Often act as MTSS Team facilitator; Schedule and attend MTSS Team meetings; Maintain log of all students involved in the MTSS process; Send invites to parents; Complete necessary MTSS forms; Conduct social-developmental history interviews when requested.

School Psychologist: Attend MTSS Team meetings on some students receiving supplemental supports & on all students receiving intensive supports; Monitor data collection process for fidelity; Review & interpret progress monitoring data; Collaborate with MTSS data when guiding a possible ESE referral & when making eligibility decisions.

Classroom Teacher: Keep on-going progress monitoring notes in a MTSS folder (FAIR, curriculum assessments, STAR or FCAT scores, work samples, anecdotes) to be filed in a cumulative folder at the end of each school year or if transferring/withdrawing; Attend MTSS Team meetings to collaborate on & monitor students who are struggling; Implement interventions designed by MTSS Team for students receiving supplemental and intensive supports; Deliver instructional interventions with fidelity.

Reading Coach: Attend MTSS Team meetings; Train teachers in interventions, progress monitoring, differentiated instruction; Implement supplemental and intensive interventions; Administer screenings, collect school-wide data for team to use in determining at-risk students.

Speech-Language Pathologist: Attend MTSS meetings for students receiving supplemental and intensive supports; Complete communication skills screening for students unsuccessful with Tier 2 interventions; Assist with supplemental and intensive interventions through collaboration, training, and/or direct student contact; Incorporate MTSS data when guiding a possible Speech/Language referral & when making eligibility decisions.

Social Worker: Attend MTSS Team meetings when requested; Conduct social-developmental history interviews and share with MTSS Team.

ESE Teacher/Staffing Specialist: Consult with MTSS Team regarding intensive interventions; Incorporate MTSS data when making eligibility decisions.

Specialist (Behavior, OT, PT, ASD): Consult with MTSS Team; Provide staff trainings.

ELL/ESOL Representative: Attend all MTSS Team meetings for identified ELL students; Advise and complete LEP paperwork; Provide ELL interventions at all tiers.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The MTSS problem-solving team at Orangewood meets on a weekly, monthly, as needed basis to analyze school and/or student progress data in order to identify students in need of further support and monitor the progress of students receiving interventions to ensure that the needs of all students are being met within a multi-tiered system of student supports. The team uses the five-step problem solving process as outlined in the district's MTSS manual.

Title I, Part A

Title I, Title II and other programs coordinate through the SIP process. Each school completes a needs assessment before writing goals for the year. School improvement plans are written to ensure compliance with all state and national regulations. All school improvement plans are reviewed at the district level for appropriate use of funds and effective use of resources. This district level review prevents duplication of services and facilitates coordination between schools and departments. This collaboration ensures that all programs support schools.

Title I, Part C- Migrant

Title I, Part A coordinates with Title I, Part C to provide expanded academic enrichment opportunities to Migrant students. Services include after school tutorials in reading and math; health services; and literacy workshops for parents as a result of the coordination of these funds. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and

encourage cooperation between programs.

Title I, Part D

The facilities and schools coordinate with health services (mental and physical) and other social services to meet the need of students returning back to their assigned educational facility. The district Health Services, Student Services, Title I, Title III and ESE departments are all a part of the collaborative effort. For example: social workers from student services has the process and procedures in place to assist students and their families with social services for food stamps and other health services; the ESE Department has established a memorandum of understanding for assistance with housing and counseling services through Ruth Cooper and the Lutheran Service; vocational instructors establish partnership with businesses so students will have an opportunity to continue to develop their vocational skill.

Title II, Part A

Title I coordinates with other programs funded under NCLB through the SIP (School Improvement Plan) process. Within this plan, schools complete a Professional Development Plan in collaboration with Title II. The PDP is concentrated in reading, math, science and writing to meet the needs of the targeted subgroups not making annual AMO targets. The PDP includes teachers, paraprofessionals, and administrators. As part of the School Advisory Council, parents are included in this planning process. Each school completes a needs assessment before writing goals for the year. School improvement plans are written to ensure compliance with all state and national regulations. This collaboration ensures that all programs funded under NCLB use funds to support schools, not supplant district obligations. All school improvement plans are reviewed at the district level for appropriate use of funds and effectiveness. This district level review prevents duplication of services and facilitates coordination between agencies. Each school's SIP is reviewed by all stakeholders and submitted to the Board for approval. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Title III

Title I, Part A coordinates with Title III to expand academic enrichment opportunities for ELLs. These services include after school tutorials, professional development, supplemental scientifically research based resources and materials. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Title X- Homeless

Title X coordinates with Title I, Part A, to provide comparable services to homeless children who are not attending Title I schools. By providing ongoing collaboration between Title X and Title I, Part A, program staff, the same services for homeless students in Non-Title I schools are provided to homeless students in Title I schools. In addition to serving homeless students not enrolled in Title I schools, set-aside funds are used to provide services to homeless students who are attending Title I schools. Homeless students who attend Title I school-wide or targeted assistance schools may have unique challenges that are not addressed by the regular Title I program at these schools. These challenges may create barriers to full participation in Title I programs and defeat the overarching program goal of helping all students meet challenging state standards. For instance, students residing in shelters, motels, or other overcrowded conditions may not have a quiet place to study at the end of the day and may require extended after-school library time; tutoring and/or accessibility to tutoring as needed, school supplies, expedited evaluations, extended days/ learning opportunities, Saturday schools, summer academic camps, coordination of services with shelters or other homeless service providers, or, a student who is dealing with the stress and anxiety associated with homelessness may not be able to focus on his or her studies and may benefit from school counseling services. Through Title I, Part A, or Title I, Part A, in conjunction with Title X, McKinney-Vento funding homeless students can take part in services that enable them to benefit more from a school's Title I program.

Supplemental Academic Instruction (SAI)

SAI is used to provide unique learning programs at schools. SAI funds are also used to fund summer school programs throughout the District. Periodic district level meetings with managers of all

programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Violence Prevention Programs

The Youth Coalitions within Lee County provide opportunities for partnerships between the District and other social services. These social services assist all at-risk students through after-school programs that include academic, social, and health services. Anticipated outcomes include a safe environment for children and increased academic achievement. Bullying prevention programs are offered throughout the District. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Nutrition Programs

Food and Nutrition Services offers healthy meals to all students. This includes ensuring that families are offered free and reduced lunch applications throughout the year. All students receive free breakfast at all school locations. Many Title I schools have also developed "Backpack Programs" in which nutritious food is sent home in a backpack each weekend to struggling families to ensure that children and families have food throughout the week. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Housing Programs

Head Start

Blended Head Start/Title 1/VPK/Migrant early childhood classrooms will be located on the school's campus. High risk students will attend a year long, high quality early childhood program that serves four year old children. The goal of the program is to prepare children for kindergarten by meeting the federal Head Start Framework for School Readiness and State Standards for Four Year Olds that are aligned with the Common Core Standards. The expected outcome is that enrolled children who complete the program will be deemed ready for kindergarten on the Florida Kindergarten Readiness Screening (FLKRS).

Adult Education

Adult Education partners with several Title I schools to offer ESOL classes for parents to learn English. Adult Education partners with Title I, Part A to offer paraprofessional classes to prepare paraprofessionals to take the qualifying test, ParaPro. Adult Education instructors review reading, math and writing skills, as well as test administration. Title I paraprofessionals benefit by becoming highly qualified as defined by NCLB. The benefit of these classes is to help the monolingual parents learn English so that they can become more self-sufficient. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Career and Technical Education

The district provides extensive opportunity for Career and Technical Education including Industry Certification. Each attendance zone also includes a comprehensive high school with career academies.

Job Training

The district provides extensive opportunity for Career and Technical Education including Industry Certification. Each attendance zone also includes a comprehensive high school with career academies.

Other

Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Kevin Morgan	Teacher
Ronaldo Guido	Business/Community
Mary Higginson	Parent
Denise Algood	Parent
Michelle Pescatrice	Principal
Darcia Borel	Principal
Migdalia Castro	Education Support Employee
Phenicia McMillion	Education Support Employee
Alt	Student

Duties

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

Evaluation of last year's school improvement plan

N/A

Development of this school improvement plan

An invitation was sent to parents/guardians to give the date and time of the SAC meeting. An agenda was prepared that listed the School improvement Plan as one of the items to be discussed. The School improvement Plan 2012-13 was reviewed with the SAC participants, and new data was discussed from the results of the Spring 2013 testing year. From that point, the new edition of the SIP-online was presented to the people present, and discussed at length. Information was presented that we should include, required to include, and information that was pre-loaded was discussed. After a thorough review, we voted on the submission to the district for review.

Preparation of the school's annual budget and plan

N/A

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

The School improvement Funds will be allocated to the following:

- Non-capitalized software: 1,200.00
- Professional Development: 2,200.00
- Library Books: \$2,600.00

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
Borel, Darcia	Assistant Principal
Pescatrice, Michelle	Principal
Morgan, Kevin	Teacher, K-12
Jacobs, Amy	Instructional Coach
Bittner, Barb	Teacher, K-12
Kerr, Rhonda	Teacher, K-12
Peer, Robyn	Teacher, K-12
Southworth, Tina	Teacher, K-12
Waas, Sharmini	Instructional Media
Warren, Amy	Teacher, ESE
Welter, Kathi	Teacher, K-12
Wrenn, Katira	Teacher, K-12
Delikat, Laurene	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The LLT at Orangewood Elementary will research Best Practices for Reading and Math Instruction. The LLT will also promote reading and math at home with Family Reading and Math Nights. At the Family Reading and Math Nights, parents/families will be instructed on implementing specific reading and math strategies. After instruction, families will have the opportunity to practice implementing the specific strategies taught. Coaching and assistance will be provided by teachers during the practice sessions. Parents will also receive training on Accelerated Reader, Parent Link, and other software for tracking student progress.

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

Teachers attend weekly Professional Learning Community meetings to analyze data and plan lessons. Teachers utilize Oncourse to share lesson plan ideas. Teachers have common planning time so that they may spend the time to collaborate as needed.

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

Implementation of Professional Learning Communities (PLC) is used to recruit and/or retain high quality, highly qualified teachers to the school. PLC is an on-going process used to establish a school-wide culture that is based on the fundamental belief in building teacher leadership in school improvement efforts. Through participation in PLCs, teachers will enhance their leadership capacity, as they work as members of ongoing, high performing, collaborative teams that focus on improving student learning through data-based decision making. The administrators believe in placing mentors in place for new personnel members to assist them with the transition into the new school and faculty.

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

Orangewood Elementary follows the district's plan for new educators. APPLES is a program designed to prepare teachers for their career in education, as well as provide them mentors for any questions/concerns that may present themselves on a daily basis.

New teachers are paired with mentor teachers who possess the knowledge, skill set, and grade level expertise to effectively coach a new teacher.

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

The school follows the district's academic plan which is aligned to the Florida State Standards. Teachers lesson plan using the academic plans through the backwards design model effectively delivering standards based instruction.

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

Teachers scan common assessments in order to disaggregate data based on standards. During PLC meetings, teachers collaborate to develop targeted interventions based on the results of common assessments. Teachers implement the targeted interventions during small group rotations in the core instruction block as well as during intervention time.

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

Strategy: After School Program

Minutes added to school year: 1,440

Provide interventions with supplemental curriculum materials.

Strategy Rationale

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Borel, Darcia, darcialb@leeschools.net

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

The students are provided with a pre-test prior to beginning the after school/before school tutoring program, and given a post-test after completion of the program.

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

Scheduled days are provided for Pre-K students to spend time in kindergarten classroom settings to familiarize the students with the environment of a kindergarten class. Orientation meetings will be held prior to the start of the school year for kindergarten students and their families to familiarize them with the school, staff, and the expectations of kindergarten.

All students are assessed prior to, or upon, entering kindergarten in the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing. Data will be used to plan daily academic and social/emotional instruction for all students, and groups of students or individual students, who may need intervention beyond core instruction.

College and Career Readiness

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

N/A

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

N/A

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

N/A

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

N/A

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Increase student achievement gains school-wide, by focusing on teaching and learning rigorous CORE curriculum.

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. Increase student achievement gains school-wide, by focusing on teaching and learning rigorous CORE curriculum. 1a

G039308

Targets Supported 1b

Indicator	Annual Target
Math Gains	72.0
ELA/Reading Lowest 25% Gains	73.0
Math Lowest 25% Gains	69.0
ELA/Reading Gains	72.0

Resources Available to Support the Goal 2

- Teachers - Knowledge and experience
- Title I Funding
- Desired Professional Development

Targeted Barriers to Achieving the Goal 3

- Teachers who are not "on board" with new Common Core Curriculum
- Parent Involvement
- Teachers not comfortable with new curriculum materials

Plan to Monitor Progress Toward G1. 8

Monitor towards progress of teaching and learning CORE Curriculum for school-wide gains.

Person Responsible

Michelle Pescatrice

Schedule

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

Evidence of Completion

Student data reports, i.e. FAIR reports, skill level advancement with testing reports from Performance Matters, and STAR reports

Action Plan for Improvement


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

Problem Solving Key


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

1 = Problem Solving Step  S123456 = Quick Key


G1. Increase student achievement gains school-wide, by focusing on teaching and learning rigorous CORE curriculum. **1**

 G039308

G1.B1 Teachers who are not "on board" with new Common Core Curriculum **2**

 B094644

G1.B1.S1 Provide the educators with peer support and coaching. **4**

 S105698

Strategy Rationale

Action Step 1 **5**

Provide coverage for mentor/coach observation

Person Responsible

Darcia Borel

Schedule

On 5/29/2015

Evidence of Completion

Data analysis shows student achievement gains.

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

Grade level PLCs, Walk-thoughts, observations and discussions.

Person Responsible

Schedule

Evidence of Completion

Anonymous Teacher Survey

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

Coaches and Mentees meet once a month with an agenda for their meeting.


Person Responsible

Schedule


Evidence of Completion

Reflection dates/notes from meetings

G1.B2 Parent Involvement 2

 B094645

G1.B2.S1 Involve parents in creating workshops to assist with parenting skills, homework help, and job skills. 4

 S105699

Strategy Rationale

Action Step 1 5

Develop a parent involvement calendar to include workshops for parenting skills, homework help, and job skills.

Person Responsible

Schedule

On 9/30/2014

Evidence of Completion

Survey to solicit ideas from parents, calendar.

Action Step 2 5

Implementing workshops to assist with parenting skills.

Person Responsible

Schedule

Monthly, from 9/30/2014 to 5/29/2015

Evidence of Completion

Parent sign in sheets from parent involvement events.

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

Parent Involvement in workshops suggested

Person Responsible

Schedule

Evidence of Completion

Sign-in Sheets and Parent Survey

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

Parent participation in workshops


Person Responsible

Schedule


Evidence of Completion

Parent involvement with workshops

G1.B3 Teachers not comfortable with new curriculum materials 2

 B094646

G1.B3.S1 Provide Professional Development on Location 4

 S105700

Strategy Rationale

Action Step 1 5

Request District Master Teacher for Reading and Math to assist teachers with curriculum.

Person Responsible

Darcia Borel

Schedule

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

Evidence of Completion

Email Request Form

Action Step 2 5

Reading and Math Coaches will provide ongoing professional development based on grade level needs.

Person Responsible

Darcia Borel

Schedule

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

Evidence of Completion

Coaching log, PLC agendas and minutes

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

Strategies suggested by Master Teacher implemented in classroom lessons.

Person Responsible

Schedule

Evidence of Completion

Lesson plans, review with PLCs, and classroom walk-throughs

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

Master Teachers provide on-location professional development for teachers

Person Responsible

Schedule

Evidence of Completion

Sign-in sheets and emails documenting trainings that will be provided to staff members

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	Provide coverage for mentor/coach observation	Borel, Darcia	8/1/2014	Data analysis shows student achievement gains.	5/29/2015 one-time
G1.B2.S1.A1	Develop a parent involvement calendar to include workshops for parenting skills, homework help, and job skills.		8/18/2014	Survey to solicit ideas from parents, calendar.	9/30/2014 one-time
G1.B3.S1.A1	Request District Master Teacher for Reading and Math to assist teachers with curriculum.	Borel, Darcia	9/1/2014	Email Request Form	5/29/2015 monthly
G1.B2.S1.A2	Implementing workshops to assist with parenting skills.		9/30/2014	Parent sign in sheets from parent involvement events.	5/29/2015 monthly
G1.B3.S1.A2	Reading and Math Coaches will provide ongoing professional development based on grade level needs.	Borel, Darcia	8/18/2014	Coaching log, PLC agendas and minutes	5/29/2015 weekly
G1.MA1	Monitor towards progress of teaching and learning CORE Curriculum for school-wide gains.	Pescatrice, Michelle	9/1/2014	Student data reports, i.e. FAIR reports, skill level advancement with testing reports from Performance Matters, and STAR reports	5/29/2015 monthly
G1.B1.S1.MA1	Coaches and Mentees meet once a month with an agenda for their meeting.		Reflection dates/notes from meetings	once	
G1.B1.S1.MA1	Grade level PLCs, Walk-thoughts, observations and discussions.		Anonymous Teacher Survey	once	
G1.B2.S1.MA1	Parent participation in workshops		Parent involvement with workshops	once	
G1.B2.S1.MA1	Parent Involvement in workshops suggested		Sign-in Sheets and Parent Survey	once	
G1.B3.S1.MA1	Master Teachers provide on-location professional development for teachers		Sign-in sheets and emails documenting trainings that will be provided to staff members	once	
G1.B3.S1.MA1	Strategies suggested by Master Teacher implemented in classroom lessons.		Lesson plans, review with PLCs, and classroom walk-throughs	once	

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. Increase student achievement gains school-wide, by focusing on teaching and learning rigorous CORE curriculum.

G1.B1 Teachers who are not "on board" with new Common Core Curriculum

G1.B1.S1 Provide the educators with peer support and coaching.

PD Opportunity 1

Provide coverage for mentor/coach observation

Facilitator

Leadership Team, Literacy Leadership Team

Participants

All instructional staff

Schedule

On 5/29/2015

G1.B3 Teachers not comfortable with new curriculum materials

G1.B3.S1 Provide Professional Development on Location

PD Opportunity 1

Request District Master Teacher for Reading and Math to assist teachers with curriculum.

Facilitator

Master Teachers for Reading and Math from district office or the new reading and math series.

Participants

Teachers from grade levels K - 5.

Schedule

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

PD Opportunity 2

Reading and Math Coaches will provide ongoing professional development based on grade level needs.

Facilitator

Reading Coach and Math Coach

Participants

All instructional staff

Schedule

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

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