Horizon Elementary School

2014-15 School Improvement Plan

Horizon Elementary School

4751 HIDDEN LAKE DR, Port Orange, FL 32129

http://myvolusiaschools.org/school/horizon/pages/default.aspx

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	No	62%

Alternative/ESE Center	Charter School	Minority
No	No	38%

School Grades History

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

School Board Approval

This plan is pending approval by the Volusia 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	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

Providing a nurturing environment, promoting Academic Development, Individual Growth, and Mutual Respect
to develop productive, responsible citizens.

Provide the school's vision statement

Aim to Lead
AIM comes from our mission statement
Academic development
Individual growth
Mutual respect
to
Lead
Exceed
Achieve
Dream

School Environment

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

Our school strives to learn about our students before they even enter our building. We can look at registration forms to gain knowledge on the different cultural groups that are in our school. Relationships are built between teachers and students through activities within the classroom during the school day as well as family activities after/before school hours.

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

The school-based Behavioral Leadership Team/Positive Behavior Support team develops processes and procedures intended for all students and staff, in all settings which promote positive behavior and build school community based upon safety and responsibility.
School leadership provides safety training for staff and students participate in drills on a monthly basis.
The school counselor conducts student groups on topics determined by data analysis including incidences requiring immediate attention.The counselor also has an anti-bullying program and works with the Leader in Me program.

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

Instructional time is a priority and protected by the principal as evidenced by no non-essential announcements, and student misconduct being handled immediately and with minimal interruption to

instruction. Our school is implementing THE LEADER IN ME model school wide to teach principle-based leadership skills using a common language 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

Our school counselor provides counseling to students identified as having a need either by their parent/guardian, teacher or self. Our students are introduced to the counselor the first week of school and he is visible during the school day. Our students know that they may request a visit to the counselor at any time. The school wide implementation of the LEADER IN ME program will also assist our students in building character, and increasing positive social behaviors.

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

The school regularly accesses the early warning system, which is a specialized report available to all schools. The indicators are as followed:
Unweighted GPA below 2.0
Over age for grade
Office discipline referrals over 2
Attendance below 90%
Year to date suspensions-1 or more
Number of prior retentions-1 or more
Level 1 score on statewide, standardized assessments in ELA or math
Students with 3 or more of the aforementioned indicators are identified in the Early Warning System report

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

The Early Warning System report is used to determine school-wide trends which impact the academic performance of students. As a result,indicators that are elevated become the focus of school-wide intervention efforts.These areas are addressed through school leadership meetings and during Professional Learning Communities in which group data are considered and evidence-based

interventions are developed to address the area of concern.

For indicators sensitive to behavioral issues, interventions are provided directly and indirectly by the Student Services team and are aligned with the tenets of Positive Behavioral Supports.

Regular review of the Early Warning System report enables the school team to determine if interventions are successful in addressing areas of concern. For students exhibiting difficulties beyond larger systemic issues being addressed by the school through the EWS the students is referred to the school's Problem Solving Team (PST) and the parent is invited so that individual interventions can be developed and monitored.

Intervention strategies include:

tutoring during and after school day, daily walk to intervention homogeneous groupings, attendance monitoring, behavior contracts

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

There are multiple opportunities for parent involvement at Horizon. We have over 51% of our SAC members that are parent and community members. The majority of PTA board is also parents. We hold science night with the museum, Meet the Teacher, Open House, Parent Information night for 5th grade, various business partner nights (Chick fil - A, Publix, Papa Johns), Book Fair Parent night, and BYOT (Bring Your Own Technology) night. This year we hope to add Family Night sponsored by the PTA and a Thinking Math Presentation night for parents.

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 and sustains partnerships with the local community by holding such events as Chick fil-A Night, Publix Math Night, Museum of Arts and Science Night, PTA, Meet Your Teacher, and Open House.

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
Harms, Gary	Principal
Williams, Kimberly	Assistant Principal
Wright, Sarah	Teacher, ESE
Barefield, Amanda	Teacher, K-12
Fay, Catherine	Instructional Media
Hall, Janet	Teacher, ESE
Kennedy, Alisha	Teacher, K-12
Lilly, Elizabeth	Teacher, K-12
Lucy, Leah	Teacher, K-12
Pruitt, Tamara	Teacher, K-12
Strickland, William	Teacher, K-12
Tackney, Valerie	Teacher, K-12
Watkins, Shari	Teacher, K-12
Nelson, Chasity	Instructional Coach
Miller, Doug	Guidance Counselor

Duties

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

The school-based MTSS leadership team identifies school based resources (both materials and personnel) to determine the continuum of academic and behavioral supports available to students at the individual school site. Academic and behavioral data are considered in order to determine priorities and functions of other existing teams (e.g., Problem Solving Teams, Behavior Leadership Teams, and Professional Learning Communities). The Problem Solving process (i.e., Problem Identification, Analysis of Problem, Intervention Implementation and Response to Intervention) is used as the way of work of all teams and not just for individual student concerns. Adherence to the Problem Solving process ensures that individual, class-wide, and school-wide issues are addressed systematically with data; that interventions (supports) are tiered to the targeted problems; and that a plan is in place to monitor progress.

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 school improvement plan is data driven and focuses on areas of school- based need for both specific content areas as well as specific student populations. Similarly, MTSS is a data-driven framework that seeks to find solutions/resources matched in intensity to student need in academic and behavioral areas. The MTSS framework follows the district's four-step problem solving process, with RtI as an integral component of the process. As a result, the school improvement plan is based on a strategic analysis of data, and identified resources (as identified by the MTSS school based leadership team) are matched to the needs of the students/schools. Building the SIP within the context of MTSS results in the school determining the areas of most significant need and, as importantly, enables the school to develop a plan that can be addressed based on existing resources.

Horizon currently has a Blended Pre-K program that consists of Volusia County ESE students and Head Start students. This is one of a few programs of its kind in Volusia. The purpose of this program is to provide a cost neutral blended prekindergarten options to educate prekindergarten children with disabilities together with typically developing peers.This program strives to meet the academic, socio-emotional and overall physical health of all the students served. We are currently in the 3rd year of this program.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Gary Harms	Principal
Sarah Wright	Teacher
Shari Watkins	Teacher
Leah Moss	Teacher
Barbara Lampert Shepherd	Business/Community
Alice Affatato	Education Support Employee
Paula Blake	Parent
Denise Dellaria	Parent
Kelli Foxman	Parent
Evan Machnic	Parent
Angela Primavere	Parent
Jacquelyn Quillen	Parent
Jennifer Schwechten	Parent
Donna Cuono	Parent
John Guidubaldi	Parent
Brooks Miller-Busby	Parent
Tanya Stiffler	Parent
	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

To begin evaluating the effectiveness of last year's School Improvement Plan, our school leadership team met to engage in Step Zero. The School Leadership Team shared results with faculty as well as the School Advisory Council to receive input.

Development of this school improvement plan

The Horizon School Advisory Council (SAC) meets eight times during the school year. The SAC will review the previous year's School Improvement Plan (SIP) and current school data. The SAC will provide input to include in the SIP. The SAC will use data provided at meetings to monitor progress of the SIP goals, and give input pertaining to needed revisions.

Preparation of the school's annual budget and plan

The school's annual budget and plan are shared for input and discussion at the first SAC meeting of the year. Updates on the school's budget, spending, and progress indicators are shared at monthly SAC meetings.

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

School Improvement Funds were provided too late last year to be spent as the SAC was finished meeting for the school year. School Improvement funds are allocated based on requests submitted by faculty and staff for projects related to support of School Improvement Plan goals. Each request is evaluated by the SAC and voted on for approval.
In the past, our funds have been used to assist with funding of tutoring, providing funding for Storytelling Club, Reading Counts incentives, phonics workbooks for kindergarten, substitute funding so kindergarten teachers could administer the Diagnostic Reading Assessment, (DRA) and/or Florida Assessment for Instruction in Reading (FAIR).

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
Harms, Gary	Principal
Fay, Catherine	Instructional Media
Williams, Kimberly	Assistant Principal
Barefield, Amanda	Teacher, K-12
Kennedy, Alisha	Teacher, K-12
Pruitt, Tamara	Teacher, K-12
Strickland, William	Teacher, K-12
Tackney, Valerie	Teacher, K-12
Watkins, Shari	Teacher, K-12
Nelson, Chasity	Instructional Coach
Miller, Doug	Guidance Counselor

Duties

Describe how the LLT promotes literacy within the school

To increase student literacy skills and achievement using technology, tutoring, and Common Core strategies.
The school based Literacy Leadership Team (LLT) identifies school based resources to determine the continuum of literacy supports available to students at our school.
The school-wide Literacy initiative's main focus is to support reading and writing in every classroom. This year's focus will be support for teachers as we continue to our school-wide writing initiative.

The LLT has always been dedicated to providing a variety of literacy-building events throughout the school year. These would be offered both during school and after school to encourage parent involvement. This year we will sponsor two Scholastic book fairs. The LLT sponsors the Young Author's contest, the school Spelling Bee, the Storytelling Club, and the Book It program.

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

Common Planning, Professional Learning Communities (PLCs), and academic coaching are critical practices to help build positive, collaborative relationships on our campus among teachers. Common Planning allows teachers to participate in weekly PLCs to regularly review formative assessment data, plan for and adjust their instruction accordingly. When necessary, PLCs make recommendations for students to be reviewed and assisted by the school's Problem-Solving Team (PST). Through the PLC structure, teachers are encouraged and supported to work together on common goals with clear objectives. PLCs also allow teachers to regularly engage in reflective dialogue to deepen shared language and understanding of instructional practices.

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

1. New Teacher Programs (Individualized PD, mentors, peer classroom visits, other site visits)
2. Leadership Opportunities
3. Professional Development
4. PLC Activities
5. Participation in District Job Fair and Recruitment Activities
6. Teacher recognition programs by administration

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

All new/beginning teachers are paired witha district PAR teacher for formal mentoring/coaching support. In addition, school-based veteran teachers within each PLC provide mentoring as needed for any new/beginning teachers in that PLC.
Coaching, observations, collaborative lesson planning, Empowering Educator Excellence Program (E3)

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

All Volusia County public school programs meet or exceed state requirements. Teachers utilize the district curriculum maps, resources, and assessments which are all are aligned to the Florida 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

Common planning allows teachers to participate in weekly PLCs to regularly review formative and summative assessment data and continuously adjust their instruction accordingly. Assessment data is used to identify groups of students to receive targeted instruction during an intervention period. Teachers, alongside the academic coach, create targeted instruction lessons during the PLCs. Students requiring intensive remediation receive additional support from academic coaches, tutors and specialized interventions during Walk to Intervention time. When necessary, PLCs make recommendations for students to to be reviewed and assisted by the school's Problem Solving Team.

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: 12,150

Tutoring will be provided during and after school for identified students.

Strategy Rationale

Tutoring can help struggling students make achievement gains when they are able to receive remediation in core subjects.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Harms, Gary, gharms@volusia.k12.fl.us

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

Pre and post tests are given and collected by administration to determine effectiveness of programs.

Strategy: Extended School Day

Minutes added to school year: 2,160

Reading Club, Art Club, Science Club, Chorus, FFEA (Florida Future Educators of America), and Running/Health Club will be available for enrichment.

Strategy Rationale

Providing activities to enrich a students interest can increase academic achievement ans leadership skills.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Williams, Kimberly, kawillia@volusia.k12.fl.us

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

surveys of satisfaction given to students and their guardians

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

The District, in conjunction with the local Head Start agency, Early Learning Coalition, VPK Sites and other local pre-school facilities, coordinates efforts to promote continuity of services and effective transitions for children and their families. These include:
• Providing the opportunity for ongoing communication between agencies to facilitate coordination of programs and shared expectations for children's learning and development as the children transition to elementary school.
• Collaborating and participating in joint professional development, including transition-related training for school staff and pre-school staff when feasible.
• Utilizing pre-school assessments to monitor readiness skills for students transitioning from pre-school to kindergarten.
• Providing to the pre-school agencies local public school policies, kindergarten registration, kindergarten orientation and other relevant information to ease the transition of children and families.

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.   Ensure teachers implement differentiated instruction to meet the needs of all students using Response to Text strategies and the SIPPS program with fidelity across the 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. Ensure teachers implement differentiated instruction to meet the needs of all students using Response to Text strategies and the SIPPS program with fidelity across the curriculum. 1a

🔑 G048671

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	60.0
ELA/Reading Gains	35.0
ELA/Reading Lowest 25% Gains	25.0

Resources Available to Support the Goal 2

- Academic coach
- Thinking Math
- Thinking Maps
- Leader in Me books, trainer
- 3 Support Facilitation teachers
- Math manipulatives and materials
- Mr. Miller, guidance counselor
- DOE Team visits
- special area
- Lunchroom assistant
- Technology
- SIPPS
- PTA
- ESE Program Specialist to do PD

Targeted Barriers to Achieving the Goal 3

- lack of adequate foundational skills
- lack of parental support

Plan to Monitor Progress Toward G1. 8

The goal will be monitored by administrator walk-throughs, direct observations, lesson plans and standardized test scores.

Person Responsible
Gary Harms

Schedule
Monthly, from 9/1/2014 to 6/3/2015

Evidence of Completion
Report card grades, testing data, PLC notes, observation of teachers instructing in writing, and the observation of students demonstrating the ability to effectively respond to text.

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. Ensure teachers implement differentiated instruction to meet the needs of all students using Response to Text strategies and the SIPPS program with fidelity across the curriculum. `1`

🔑 G048671

G1.B3 lack of adequate foundational skills `2`

🔑 B121479

G1.B3.S1 Implement Response to Literature strategies `4`

🔑 S133499

Strategy Rationale

Teachers will teach and implement Response to Literature strategies so students will demonstrate the ability to effectively respond to literature across the curriculum.

Action Step 1 `5`

Teachers will attend Response to Literature training.

Person Responsible

Gary Harms

Schedule

On 9/15/2014

Evidence of Completion

sign in sheets

Action Step 2 5

Teachers will attend writing to text training provided by DOE.

Person Responsible

Gary Harms

Schedule

Monthly, from 10/1/2014 to 10/1/2014

Evidence of Completion

sign in sheets

Action Step 3 5

Teachers will attend Differentiated Instruction professional development.

Person Responsible

Gary Harms

Schedule

Monthly, from 9/3/2014 to 6/3/2015

Evidence of Completion

sign in sheets

Action Step 4 5

Teachers will implement Response to Text strategies daily.

Person Responsible

Gary Harms

Schedule

Daily, from 10/1/2014 to 6/3/2015

Evidence of Completion

Administrator walk-throughs, direct observation of lessons, and students' completed writing pieces.

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

Administrator walk throughs and direct observations, lesson plans, PLC meetings.

Person Responsible

Gary Harms

Schedule

Monthly, from 10/1/2014 to 6/3/2015

Evidence of Completion

The action will be monitored through observation by administration as well as by monitoring student performance on summative and formative ELA assessments

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

Effectiveness will be monitored through an examination of ELA assessments both formative and summative.

Person Responsible

Gary Harms

Schedule

Monthly, from 10/1/2014 to 6/3/2015

Evidence of Completion

ELA assessments

G1.B3.S2 Implement SIPPS in grades K-3 with fidelity. 4

S138426

Strategy Rationale

The SIPPS program will help our students increase their phonics skills which will lead to an increase in reading achievement.

Action Step 1 5

Teachers will be trained to implement the SIPPS program.

Person Responsible

Gary Harms

Schedule

On 9/29/2014

Evidence of Completion

sign in sheets.

Action Step 2 5

Students will be grouped for SIPPS instruction during Walk to Intervention time according to SIPPS placement test.

Person Responsible

Gary Harms

Schedule

Biweekly, from 10/1/2014 to 6/3/2015

Evidence of Completion

Action Step 3 5

Teachers will implement SIPPS daily with progress monitoring.

Person Responsible

Gary Harms

Schedule

Daily, from 10/1/2014 to 6/3/2015

Evidence of Completion

PLCs, data chats, administrator walk-throughs, observations, and ELA assessments.

Plan to Monitor Fidelity of Implementation of G1.B3.S2 `6`

Administrator walk-throughs, direct observations, data chats, and PLCs.

Person Responsible

Gary Harms

Schedule

On 6/3/2015

Evidence of Completion

The action will be monitored through observation by administration as well as by monitoring student performance on summative and formative assessments.

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 `7`

Effectiveness will be monitored through an examination of ELA assessments.

Person Responsible

Gary Harms

Schedule

Monthly, from 10/1/2014 to 6/3/2015

Evidence of Completion

ELA assessments.

G1.B8 lack of parental support 2

B121524

G1.B8.S1 Leader in Me 4

S133494

Strategy Rationale

School wide implementation of The Leader in Me-7 Habits of Happy Kids. Parents will be informed of the program during a parent night, through the school newsletter, and school website and via their CHILDREN'S dialogue and actions at home.

Action Step 1 5

The Leader in Me principles will be implemented school-wide.

Person Responsible

Gary Harms

Schedule

Daily, from 8/25/2014 to 6/3/2015

Evidence of Completion

Evidence will include morning announcements, guidance groups, Terrific Kid criteria, classroom walk throughs.

Action Step 2 5

Parents will be included in implementation of The Leader in Me in an effort to increase their positive involvement in their child's education.

Person Responsible

Gary Harms

Schedule

Monthly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Newsletter articles, parent night, Lighthouse club, and school displays.

Plan to Monitor Fidelity of Implementation of G1.B8.S1 `6`

Monitoring will be observation of staff and students using the 7 Habits of Happy kids in their classroom and throughout the school campus. A common language will show this fidelity.

Person Responsible

Gary Harms

Schedule

Monthly, from 9/1/2014 to 6/3/2015

Evidence of Completion

Evidence will be posters in classrooms, observation of students and staff using common vocabulary, newsletter articles to include family involvement.

Plan to Monitor Effectiveness of Implementation of G1.B8.S1 `7`

The effectiveness of the strategy will be monitored by an increase in on task behavior, increasing productivity, and a general teaching of positivity through the 7 Habits in the school.

Person Responsible

Gary Harms

Schedule

On 6/3/2015

Evidence of Completion

Observation, teacher input, report card grades and standardized test scores.

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.B3.S1.A1	Teachers will attend Response to Literature training.	Harms, Gary	9/15/2014	sign in sheets	9/15/2014 one-time
G1.B8.S1.A1	The Leader in Me principles will be implemented school-wide.	Harms, Gary	8/25/2014	Evidence will include morning announcements, guidance groups, Terrific Kid criteria, classroom walk throughs.	6/3/2015 daily
G1.B3.S2.A1	Teachers will be trained to implement the SIPPS program.	Harms, Gary	6/1/2014	sign in sheets.	9/29/2014 one-time
G1.B3.S1.A2	Teachers will attend writing to text training provided by DOE.	Harms, Gary	10/1/2014	sign in sheets	10/1/2014 monthly
G1.B8.S1.A2	Parents will be included in implementation of The Leader in Me in	Harms, Gary	8/18/2014	Newsletter articles, parent night, Lighthouse club, and school displays.	6/3/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	an effort to increase their positive involvement in their child's education.				
G1.B3.S2.A2	Students will be grouped for SIPPS instruction during Walk to Intervention time according to SIPPS placement test.	Harms, Gary	10/1/2014		6/3/2015 biweekly
G1.B3.S1.A3	Teachers will attend Differentiated Instruction professional development.	Harms, Gary	9/3/2014	sign in sheets	6/3/2015 monthly
G1.B3.S2.A3	Teachers will implement SIPPS daily with progress monitoring.	Harms, Gary	10/1/2014	PLCs, data chats, administrator walk-throughs, observations, and ELA assessments.	6/3/2015 daily
G1.B3.S1.A4	Teachers will implement Response to Text strategies daily.	Harms, Gary	10/1/2014	Administrator walk-throughs, direct observation of lessons, and students' completed writing pieces.	6/3/2015 daily
G1.MA1	The goal will be monitored by administrator walk-throughs, direct observations, lesson plans and standardized test scores.	Harms, Gary	9/1/2014	Report card grades, testing data, PLC notes, observation of teachers instructing in writing, and the observation of students demonstrating the ability to effectively respond to text.	6/3/2015 monthly
G1.B8.S1.MA1	The effectiveness of the strategy will be monitored by an increase in on task behavior, increasing productivity, and a general teaching of positivity through the 7 Habits in the school.	Harms, Gary	9/1/2014	Observation, teacher input, report card grades and standardized test scores.	6/3/2015 one-time
G1.B8.S1.MA1	Monitoring will be observation of staff and students using the 7 Habits of Happy kids in their classroom and throughout the school campus. A common language will show this fidelity.	Harms, Gary	9/1/2014	Evidence will be posters in classrooms, observation of students and staff using common vocabulary, newsletter articles to include family involvement.	6/3/2015 monthly
G1.B3.S1.MA1	Effectiveness will be monitored through an examination of ELA assessments both formative and summative.	Harms, Gary	10/1/2014	ELA assessments	6/3/2015 monthly
G1.B3.S1.MA1	Administrator walk throughs and direct observations, lesson plans, PLC meetings.	Harms, Gary	10/1/2014	The action will be monitored through observation by administration as well as by monitoring student performance on summative and formative ELA assessments	6/3/2015 monthly
G1.B3.S2.MA1	Effectiveness will be monitored through an examination of ELA assessments.	Harms, Gary	10/1/2014	ELA assessments.	6/3/2015 monthly
G1.B3.S2.MA1	Administrator walk-throughs, direct observations, data chats, and PLCs.	Harms, Gary	10/1/2014	The action will be monitored through observation by administration as well as by monitoring student performance on summative and formative assessments.	6/3/2015 one-time

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. Ensure teachers implement differentiated instruction to meet the needs of all students using Response to Text strategies and the SIPPS program with fidelity across the curriculum.

G1.B3 lack of adequate foundational skills

G1.B3.S1 Implement Response to Literature strategies

PD Opportunity 1

Teachers will attend Response to Literature training.

Facilitator

Anita Watson

Participants

K-5 teachers including mild VE and special area

Schedule

On 9/15/2014

PD Opportunity 2

Teachers will attend writing to text training provided by DOE.

Facilitator

Karen Porter, DOE

Participants

3rd-5th grade teachers

Schedule

Monthly, from 10/1/2014 to 10/1/2014

PD Opportunity 3

Teachers will attend Differentiated Instruction professional development.

Facilitator

Gary Harms/District

Participants

faculty

Schedule

Monthly, from 9/3/2014 to 6/3/2015

G1.B3.S2 Implement SIPPS in grades K-3 with fidelity.

PD Opportunity 1

Teachers will be trained to implement the SIPPS program.

Facilitator

Michelle Miles

Participants

All K-3 teachers.

Schedule

On 9/29/2014

G1.B8 lack of parental support

G1.B8.S1 Leader in Me

PD Opportunity 1

The Leader in Me principles will be implemented school-wide.

Facilitator

Leah Lucy

Participants

entire faculty

Schedule

Daily, from 8/25/2014 to 6/3/2015

Technical Assistance Items

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

Budget Rollup

Summary	
Description	**Total**
Goal 1: Ensure teachers implement differentiated instruction to meet the needs of all students using Response to Text strategies and the SIPPS program with fidelity across the curriculum.	4,712
Grand Total	**4,712**

Goal 1: Ensure teachers implement differentiated instruction to meet the needs of all students using Response to Text strategies and the SIPPS program with fidelity across the curriculum.		
Description	**Source**	**Total**
B3.S1.A1 - Response to Literature manuals	General Fund	1,000
B3.S1.A4 - Write Source	School Improvement Funds	2,812
B8.S1.A1 - The Leader in Me book for each faculty member.	General Fund	500
B8.S1.A1 - Leader in Me Event	School Improvement Funds	400
Total Goal 1		**4,712**