

# Warfield Elementary School



2014-15 School Improvement Plan

## Warfield Elementary School

15260 SW 150TH ST, Indiantown, FL 34956

wes.sbmc.org

### School Demographics

**School Type**  
Elementary

**Title I**  
Yes

**Free/Reduced Price Lunch**  
100%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority**  
97%

### School Grades History

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

### School Board Approval

This plan is pending approval by the Martin 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	3	<a href="#">Ella Thompson</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

The faculty and staff of Warfield Elementary School are dedicated and accountable to the children, parents, and community. We work collaboratively to provide successful educational experiences so all students become productive citizens.

##### **Provide the school's vision statement**

The staff and students at Warfield Elementary School are STARS, representing that everyday in every way we are:

Striving for success

Thriving on teamwork

Acting responsibly

Reaching academic excellence

Showcasing cultural diversity

#### School Environment

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

The school student demographics have not changed significantly in the history of the school. The school staff have implemented their learned knowledge from a variety of trainings, workshops and book studies on cultural diversity and traditions and the importance of building positive relationships with students (especially those in poverty).

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

The expectation of our school learning environment (which for some students begins at the morning bus stop) is a climate of respect. Students are expected to respect our staff and one another. In addition, our staff is expected to model respect to the students through their interactions. Students are regularly greeted by name throughout the day by all staff members. At the beginning of the year, classroom, school, and bus safety drills are conducted in order to build students' understanding and to ensure procedures are followed in an efficient manner.

##### **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**

Our school is a PBIS school whose mission is to implement a consistent, proactive process that supports positive behavior for the purpose of building a positive school-wide community. Our school has established expectations (Safety, Teamwork, Acting Responsibly, Respect) and rules along with a Behavior Guidelines Flowchart which provides teachers with a sequence of steps to implement appropriate interventions. Our emphasis is focused on student learning and teachers effectively minimize classroom disruptions. Throughout the year, all staff are trained on the components of the PBIS program and the expectations for implementing them. Students who have difficulty within this system are provided with additional supports to determine the function of their behavior and apply



individualized strategies to meet the students' needs. Our school has applied to be a Gold School for the PBIS model school program and a Character Counts grant was submitted to enhance the school climate.

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

The school collaborates with two counseling agencies. Tykes and Teens is on site and provides individual counseling to students and their families. Legacy Behaviors Services is a local agency who provides services to students and their families at school and in their homes. In addition, our guidance counselor provides individual and small group counseling to address incidental and chronic issues effecting students. She acts as a liaison between the school and these agencies to ensure consistency and communicates effective strategies to school personnel to support our students at school. The guidance counselor conducts numerous Character Counts and Anti-Bullying programs during our Early Release Days. Our 'check in/check out' mentoring system also provides additional support.

**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's early warning system includes several indicators that include students' attendance rates; the number of students retained and promoted with remediation; students who are not considered proficient in reading or math by grade 3; number of students receiving Tier 2 and 3 intervention support; students who received one or more behavior referrals that lead to suspension; number of students receiving a Level 1 on the statewide, standardized assessments in ELA or math.

**Provide the following data related to the school's early warning system**

*The number of students by grade level that exhibit each early warning indicator:*

Indicator	Grade Level					Total
	K	1	2	3	4	
Attendance below 90 percent	19	18	15	9	6	67
One or more suspensions	1	2	3	2	6	14
Course failure in ELA or Math	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	34	33	67
Number of student retentions	26	22	15	16	3	82
Number of students promoted with remediation	27	28	29	20	36	140
	0	0	0	0	0	

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

Indicator	Grade Level		Total
	3	4	
Students exhibiting two or more indicators	1	1	2

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

These students have been progress monitored by the MTSS team which includes a host of specialized personnel, including the parents, who can effectively determine causes, recommend appropriate interventions and review data to ensure fidelity of implementation. One student's concerns involve retention and suspension (1) and the other student is currently receiving Tier 3 interventions and has attendance concerns. The number of students identified by the district's system (TERMS) as exhibiting two or more early warning indicators does not cross reference all the indicators as listed above. Therefore, there could be additional students who meet this criteria.

**Family and Community Involvement**

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

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

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

**Will the school use its PIP to satisfy this question?**

Yes

**PIP Link**

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

**Description**

Parental involvement at school based functions (conference nights, family nights, assemblies, PBIS events, Open House, curriculum nights, etc.) will continue to be 100%.

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

Local agencies and groups (recreational, housing, medical, library, Boys & Girls Club, YMCA, etc.) regularly attend the school's open house and parent conference nights to showcase the services and provide information (in English and Spanish) to families. The Indiantown Education Coalition has been an on-going community partner with our school who provides yearly education mini-grants to teachers. The Education Foundation of Martin County provided school wide classroom adoptions to every teacher this year. The school and local supermarket (Rines) and restaurants (McDonald's, Burger King, Seminole Inn, Dee-Stefanos) have an on-going reciprocal relationship for special events, celebrations and ceremonies. Indiantown Non-Profit Housing solicited local businesses for food and supplies during Staff Appreciation Week. Our Green School Club invites our business and community partners each year to a reception to highlight the club's accomplishments and thank them for their support. Walmart of Stuart provided recognition to our teachers with \$50 gift cards this year to purchase school supplies for their students.

**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
Menken, Ivy	Principal
Ferreira, Jean	Assistant Principal
Tubb, Jeanne	Instructional Coach
Bacchiochi, Jennifer	Instructional Coach
Goddard, Jennifer	Guidance Counselor
Icabalceta, Kathleen	Instructional Coach

## Duties

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

The School Leadership Team is comprised of our Coaches, (literacy and problem-solving), guidance counselor and administration who provide diverse and differentiated perspectives to ensure all school-based decisions are implemented effectively and with fidelity. The School Leadership Team meets monthly or more often as needed.

The administration (Principal and Asst.) are responsible for the determination and implementation of curriculum, instructional practices/methods, student management system, collaboration with all stakeholders and overall operation of the facility. Our two Literacy Coaches act as liaisons between instructional personnel, district and administration to provide academic support to students and teachers and paraprofessionals and professional development to present district and school-based initiatives. Our Intervention and Problem Solving Coach is responsible for actively facilitating the problem-solving process to ensure appropriate academic and behavioral supports and interventions are provided to students based on their needs and are implemented with fidelity. Our Guidance Counselor is responsible for facilitating the problem-solving process monitoring the students' response to instruction/intervention and assisting the school on how to set up a multi-tiered system of supports for student academics and behavior.

### ***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 Process:

The members of the MTSS team include: Intervention Problem Solving Coach, Guidance Counselor, Teachers, Speech and Language Therapist, School Psychologist, Interventionists, District Program Specialist, Parents, Public Health Nurse, Therapists from other counseling services, and Administration. MTSS meetings occur weekly and more frequently as needed. The school has several resources/programs that are implemented by academic and/or behavioral personnel as well as several online programs to address reading and math deficiencies. The team determines the type of resource, intensity and duration that would be most applicable to meet the student's needs. The role of the MTSS team members is to help all students be more successful in school within which student Rtl data and the planning/problem-solving process are used to improve the effectiveness of instruction (academic and behavioral) as measured by student learning growth. The systemic planning and problem-solving process refers to the process or action cycle that teams engage in.

When a student is struggling academically and/or behaviorally the following steps will be taken:

- Teacher has differentiated instruction/Implemented classroom interventions/Sought out assistance from grade level team Did this work?
  - o Yes - Continue & Monitor progress

o No -Teacher completes yellow folder and submits to Guidance Counselor (Incomplete folders will be returned) > MTSS Meeting to schedule to Problem Solve > Were Core interventions documented and implemented with Fidelity? >

• Tier 2 Did this work?

o YES - Continue/Fade/ Monitor

o NO - Problem Solve /continue to collect data/ Modify Interventions >

? Student continues to struggle >

• Tier 3 (Implement concurrently with Tier 2 Interventions) Did this work?

o YES - Continue/Fade/ Monitor

o NO Problem Solve /continue to collect data/ Modify Interventions (Continue all Interventions ) >

? Parent Permission to screen (Vision, hearing, KBIT, KTEA, Behavior, processing. Memory, Conners, Vanderbilt) >

? Review results >

? MTSS Team to consider Full Psycho-educational Evaluation (Academic, Cognitive, IQ, Processing, Memory, Speech, Language, Functional, Behavioral, ASD Checklists)

Additional Instructional Support Services:

Our school utilizes funds to provide explicit, supplemental intervention support to students who have deficits in reading and math through the use of our three interventionists and two Literacy Coaches. The Interventionists provide intervention services to students every day and throughout the day. Our Coaches meet with students weekly, as well as teachers to provide remediation, modeling, support and feedback. All instructional support personnel utilize any local or district resources to provide support to students based on need. We also utilize our Science Lab teacher to complement and enhance the content instruction occurring in the general education setting through laboratory experiments and hands-on activities.

Breakfast and Lunch programs:

Our school provides a summer breakfast and lunch program at no cost for any student age 3 to 18.

This program is the responsibility of our school cafeteria manager and staff. The cafeteria staff implement this program based on the guidelines for free and reduced lunch program. In addition, in collaboration with the Dept. of Agriculture, a daily, school-wide healthy snack program is in place for all students. Students are provided with a monthly 30 min. nutrition program promoting healthy living that corresponds to the snacks they are given.

Summer Jump Start and Intervention Camp programs:

Our summer program is planned and implemented by administration and teachers. Our school offers a 15-day Jump Start for transitioning Kindergarten students. The purpose of the Jump Start program is to acclimate students to school expectations, gather information about their academic abilities and begin readiness skills. This program is especially important for students who lack any previous schooling (PreK). In addition, we have an Intervention Camp for students transitioning to the next grade level in KG-4th who have identified deficiencies in reading and math. The desired outcome is to strengthen areas of deficits in reading, math and writing using prescriptive data and a smaller class size (10). Bus service is provided to increase the involvement in this program. Resources are determined based on all available assessment data, and are varied and differentiated to address students' needs.

After School Tutoring Program:

Our after school tutorial program is planned by our Interventionists, teachers and administration. Our school provides after school tutoring two days per week for students in grades KG-4th. The focus of this program is to provide supplemental academic instruction in the areas of reading, math and writing for one hour. Class sizes are small groups and the instructional focus varies based on the needs of the students. Other non-academic clubs are also offered for enrichment as well (Science club, Art club, Green School Club, Chorus and Drama Clubs). Resources are determined based on all available assessment data, and are varied and differentiated to address students' needs. Bus service is provided to increase the involvement in this program.

Balanced Literacy through Readers' and Writers' Workshop:

This reconstruction of our current ELA block involves all instructional personnel and administration.

We will implement a redesigned framework that is a Balanced Literacy approach and with inclusion of Reader's and Writer's Workshop format. The basis for the restructuring is to build, and directly focus on each student's capacity as a reader and writer. This daily approach to instruction as well as the district's ELA and math Frameworks of Study will now represent the school's core curriculum.

Additional Academic Supplemental programs:

All instructional personnel will utilize supplemental programs that are online or web-based (iReady, Kid Biz, Tumble-books, Imagine Learning, iReady Instruct, Brain Pop, etc.) which are used to provide remediation, enrichment and extra practice on a daily or weekly basis (depending on the student's need).

Field Trip Experiences:

Teachers plan and implement a variety of field trips throughout the year to build students' background knowledge, vocabulary and language as they strive to make connections to the content being taught to them. After returning from a trip, follow up students engage in activities in ELA, math, science and social studies to support making connections to the content areas.

Parent/Family Involvement:

The school's Instructional Coaches, Literacy team, teachers, parent liaison and administration plan and implement three Family Nights focusing on ELA, Math, Science and Technology. Students participate in these events with their parents and siblings and receive a variety of resources/materials that directly connect to the activities that families can use at home. In addition, a Family Fun run (through the Indiantown neighborhood) is planned and implemented by the PE teacher to promote staff, student and family healthy life styles.

### School Advisory Council (SAC)

#### Membership

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

Name	Stakeholder Group
Ivy Menken	Principal
Jean Ferreira	Principal
Rosa Perez	Parent
Nicolas Martinez	Education Support Employee
Angelina Perez	Parent
Gloria Drayton	Teacher
Suzette Murphy	Teacher
Debi Banks	Teacher
Sandra Dennis	Teacher
Elliott Harris	Teacher
Lisa Knapp	Teacher
Kathleen Moeller	Teacher
Ivory Alleyne	Education Support Employee

#### 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*

Our first SAC meeting is September 18, 2014, at which time last year's SIP plan will be comprehensively reviewed and discussed with all stakeholders. Stakeholders will have the opportunity to discuss the overall progress of last year's goals and action steps. This discussion will provide necessary input to continuing, revising and/or adding goals to the 2014-15 SIP.

*Development of this school improvement plan*

The School Advisory Council gives input to the School Leadership Team as the plan is developed. Factors influencing its development are: performance data, current instructional initiatives and targeted areas for improvement. SAC also plays a key role in the Parental Involvement component of this plan giving recommendations for how to best maintain parents active participation on school-related events, functions, training and conferences.

*Preparation of the school's annual budget and plan*

At the first SAC meeting, the SIP goals will be reviewed and discussed. All SAC members are encouraged to provide valuable input and feedback to assist in determining how the budgetary funds will be allocated and spent. They are responsible to progress monitor the alignment and expenditure of these funds to the established goals.

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

1. Balanced Literacy instructional materials (Reading & Writing Fundamentals) (\$2,000)
2. Adding classroom libraries and intervention materials (\$10,000)
3. Family Night materials (\$500)
4. Professional development consultant (\$20,000)

**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
Menken, Ivy	Principal
Ferreira, Jean	Assistant Principal
Tubb, Jeanne	Teacher, K-12
Bacchiochi, Jennifer	Instructional Coach

**Duties**

**Describe how the LLT promotes literacy within the school**

The LLT meets quarterly to review data to make instructional decisions, determine and align appropriate resources, plan for professional development, and plan/implement Family Literacy Night. Implement PLC collaborative teams to develop a deeper understanding of the LAFS to ensure a higher level of rigor for classroom instruction, resources, and assessments.

**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**

Grade level teams share a common planning time and regularly plan together and make decisions regarding curriculum and instructional practices. Smaller collaborative teams meet as well to plan lessons, share common activities/assessments and to confer about how to best support students academically and social-emotionally.

The components of our school-wide T3 (Teachers Teaching Teachers) initiative includes: all instructional personnel being active members of a Professional Learning Community (collaborative team), utilizing our instructional coaches to confer with teachers, model or visit classrooms and provide feedback; and making classroom visits to selected colleagues based on deliberate practice and/or areas for professional growth.

Our Faculty Council has representatives from each grade level/department as well as administration. The purpose of this committee is to actively involve faculty and staff in the decision-making process of the school and to facilitate the dissemination of information from their colleagues.

As a means to strengthen and build the expertise of our instructional personnel, teachers select a content area (academic, technology) and serve as the liaisons for school and district activities, events, adoptions and professional development.

Our school Sunshine Club is an organization that promotes positive staff collaboration and camaraderie through a variety of social functions and events.

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

The district pays a recruitment and retention supplement to teachers to recruit, develop and retain highly qualified instructional personnel. All teachers and paraprofessionals must be highly qualified to secure a teaching position at our school. 99% of the instructional staff are ESOL endorsed, as well.

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

New teachers to Warfield Elementary are assigned a mentor who regularly meets with their assigned mentee on an informal and formal basis to address curriculum, instructional practices and daily operational procedures. Teacher assignments are made based on years of experience and similar grade level. Teacher assignments can be voluntary or assigned by administration. Several mentoring meetings are held throughout the year with the school leadership team to provide additional support and direction to the mentors and their mentees. The district provides new teacher orientation as well as a series of on-going professional development opportunities.

## **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 core curriculum at our school has been driven by student mastery of the Florida Standards connected to the appropriate grade level. Keeping the Florida Standards as a focal point, the teachers utilize a variety of instructional resources (Frameworks of Study, Reading/Writing Fundamentals, basal series, CPalms, etc.) to provide differentiated and targeted instruction to students. The ELA block is being restricted this year to provided a Balanced Literacy approach to the

delivery of instruction that includes a Reader's and Writer's workshop format. The district has developed Frameworks of Study in ELA, Math and Science which currently includes activities, resources and a timeline for assessing the standards. They are working on common formative and summative assessments which should be available during the 2014-15 school year. The district has implemented a system for standards-based grading in the primary grades for the past several years and is now extending this system to grades KG-5th.

### **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***

We utilize data from a variety of sources which include: student classwork, formative and summative classroom assessments (reading and math), iReady data in reading and math, Fountas & Pinnell running reading records, Literacy First PA, Phonics and Spelling assessments, district benchmark assessments, and instructional observations.

Based on information obtained from these sources, student instruction is regularly differentiated based on students' strengths and deficiencies by using of small group instruction, individual conferring and differentiated assignments and homework. Our MTSS team makes recommendations based on a portfolio of data (academic, behavioral, medical, attendance, environmental) for students to receive Tier 2 and 3 interventions which provide them with additional time and support beyond the classroom with an interventionist. Students are also selected using available academic data for our after school tutoring and/or our summer intervention camp programs.

***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:** 3,000

After School tutoring is conducted by certified teachers for students in kindergarten through fourth grades. It provides 60 additional minutes per day, two days a week of focused remedial/enrichment instruction in the areas of ELA, math and science.

#### ***Strategy Rationale***

The rationale for this strategy is to provide more time and intensity (small groups of 10) focused on students' individual needs to support their learning gains.

#### ***Strategy Purpose(s)***

- Core Academic Instruction
- Enrichment

#### ***Person(s) responsible for monitoring implementation of the strategy***

Menken, Ivy, [menkeni@martin.k12.fl.us](mailto:menkeni@martin.k12.fl.us)

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

Data from iReady, Kid-Biz, Imagine Learning, Literacy First, ELA formative and summative assessments, and CELLA and are utilized to determine the effectiveness of this strategy.



**Strategy: Summer Program**

**Minutes added to school year: 525**

Each summer (in June), any student who registers for kindergarten is invited to attend our Jump Start to Kindergarten Program which focuses on academic readiness and social emotional skills. In addition to the Jump Start program, students in grades KG - 3 who have been 'promoted with remediation' to the next grade level are provided with targeted intervention instruction in reading and math in our Intervention Camp program. Both programs are a half day (4 hours) for 10-15 days with lower student to teacher ratios (10:1).

In the Jump Start program, teachers have an opportunity to screen and observe students so they can be appropriately grouped for the next school year. The students have an opportunity to become acclimated to the school environment and the expectations for their learning, behavior and work habits. Approximately 75 to 80% of the incoming kindergarten students participate in this program.

In the Intervention program, teachers analyze current academic data and provide instruction that targets deficit areas in reading and math. Approximately 80-100 students are invited to attend this program.

**Strategy Rationale**

The rationale for this strategy is to provide more time and intensity (small groups of 10) focused on students' individual needs to support their learning gains. For the transitioning KG students, the Jump Start program provides school personnel with important readiness information to determine groupings/placements for the upcoming school year.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Ferreira, Jean, ferreij@martin.k12.fl.us

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

In the Jump Start Program, teachers give an end-of-program academic readiness screener developed by the school district to assist with appropriate class placement and academic groupings for the upcoming school year. The students are then tracked using additional data (WSS/FAIR-FS, iReady, Literacy First, Fountas & Pinnell, school grades) throughout the year to determine the effectiveness of this program.

In the Intervention Camp, teachers analyze current data (Fountas & Pinnell, Literacy First, FAIR-FS, classroom assessments) to determine specific deficit areas in reading and math. Students with similar deficit areas are grouped for specific, targeted interventions. The students are then tracked using additional data (iReady, Literacy First, Fountas & Pinnell, school grades) throughout the year to determine the effectiveness of this 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**

Each year in April and May, three different local PreK providers collaborate with school officials to schedule a PreK to Kindergarten Transition Visit for students, support personnel and parents. These visits also include children who have no previous schooling and their parents. The visits provide students and parents an opportunity to tour the campus, visit KG classrooms and special areas (art, music, P.E.), and receive a snack in the cafeteria. Parents are able to ask questions and receive information to support transitioning their child(ren) to kindergarten.

Each summer (in June) any student who registers for kindergarten is invited to attend our Jump Start to Kindergarten program. This is a half day program for 10-15 days focusing on academic readiness and social emotional skills. Teachers have an opportunity to screen and observe students so they can be appropriately grouped/placed for the next school year. The students have an opportunity to become acclimated to the school environment and the expectations for their learning, behavior and work habits. Approximately 75 to 80% of the incoming kindergarten students participate in this program.

In March of each year, the local PreK providers collaborate with school officials to plan and present a Transition to Kindergarten Parent Night. Parents of all three local PreK providers as well as those whose children haven't been enrolled in a PreK program are welcome to attend this meeting. The school's kindergarten teachers and administration present information (in English and Spanish) to parents focusing on what to expect in kindergarten and how to make the transition to school easier. Parents are provided with written information, as well.

### **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.** Increase the quality of Science instruction and infusion of Science content in the ELA block.
- G2.** Increase student proficiency in Math.
- G3.** Increase student achievement (specifically proficiency) in ELA through restructuring our current ELA framework and implementing a Balanced Literacy approach utilizing curriculum and instructional practices mirroring Reader's and Writer's Workshop.

## 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 the quality of Science instruction and infusion of Science content in the ELA block.** 1a

G052895

**Targets Supported** 1b

Indicator	Annual Target
-----------	---------------

FSA - English Language Arts - Proficiency Rate

**Resources Available to Support the Goal** 2

- Science State Standards, leveled non-fiction Science texts, district Science coordinator, school Science and Learning Lab teachers, science lab materials

**Targeted Barriers to Achieving the Goal** 3

- Inadequate allocation of time in the daily schedule for Science instruction

**Plan to Monitor Progress Toward G1.** 8

Teacher lesson plans, observation feedback and teacher collaboration logs will be reviewed for Science integration.

**Person Responsible**

Ivy Menken

**Schedule**

Monthly, from 9/12/2014 to 4/24/2015

**Evidence of Completion**

Teacher lesson plans, observation data, district Science benchmark assessment results

**G2. Increase student proficiency in Math.** 1a

G041406

**Targets Supported** 1b

Indicator	Annual Target
FSA - Mathematics - Proficiency Rate	72.0

**Resources Available to Support the Goal** 2

- Math problem-solving process
- Interventionists and Lead Teachers
- iReady Instruct, Go Math, MAFS, CPalms, District Math Frameworks

**Targeted Barriers to Achieving the Goal** 3

- We have several new teachers who are unfamiliar with (knowledge and implementation of) the math problem solving process and supplemental intervention resources. Our experienced teachers need to implement this program with greater fidelity.

**Plan to Monitor Progress Toward G2.** 8

The math data collected will include iReady, district benchmark, classroom formative and summative, math journals, student classwork and teacher observation and conferencing. Monthly grade level data meetings with instructional coaches and administration provide guidance and support for appropriate analysis of the this data.

**Person Responsible**

Ivy Menken

**Schedule**

Monthly, from 8/18/2014 to 6/2/2015

**Evidence of Completion**

iReady Diagnostic and Progress Monitoring reports (by grade level, teacher and student), performance matters reports (by teacher and student), student math journals, teacher lesson plans, classroom observations

**G3.** Increase student achievement (specifically proficiency) in ELA through restructuring our current ELA framework and implementing a Balanced Literacy approach utilizing curriculum and instructional practices mirroring Reader's and Writer's Workshop. 1a

G041407

**Targets Supported** 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	50.0
ELA/Reading Gains	70.0
ELA/Reading Lowest 25% Gains	80.0

**Resources Available to Support the Goal** 2

- Implement Reading and Writing Fundamentals and the district Framework of Study focused on a Balanced Literacy approach to instruction.
- Increase the quality and number of leveled texts (including exemplar texts) in teachers' classrooms.
- Implement the T3 Professional Development Plan (which includes PLC collaborative teams) to increase teachers' knowledge of the Florida State Standards and use of effective instructional strategies/practices/methods within a Balanced Literacy framework.
- Implement after school programs to address student deficiencies.
- Re-level all the books in the school library based on the Fountas and Pinnell leveling system and text genre.
- Provided additional strategies and supports for teachers to implement during their intervention time.

**Targeted Barriers to Achieving the Goal** 3

- Current framework for implementing focused, targeted reading instruction needs to be realigned.
- Teachers' classroom libraries and the school's library books need to be re-leveled.
- Insufficient funding for purchase of Balanced Literacy materials, additional leveled readers for classroom libraries and professional development.

**Plan to Monitor Progress Toward G3.** 8

The data to be collected includes: iReady Diagnostic and Progress Monitoring reading data, Fountas and Pinnell running reading records, teacher formative and summative assessments and library check out records.

**Person Responsible**

Jean Ferreira

**Schedule**

Monthly, from 8/18/2014 to 6/2/2015

**Evidence of Completion**

Teacher lesson plans, classroom observations, grade level data meetings, consultant observations with feedback

## 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 the quality of Science instruction and infusion of Science content in the ELA block. **1**

 G052895

**G1.B1** Inadequate allocation of time in the daily schedule for Science instruction **2**

 B133286

**G1.B1.S1** Implement a plan to increase integration of Science content in classrooms. **4**

 S145166

### Strategy Rationale

Increased integration of Science will result in an increase in student achievement in Science.

### Action Step 1 **5**

All teachers will use leveled non-fiction Science texts when instructing students during guided reading groups.

#### Person Responsible

Ivy Menken

#### Schedule

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

#### Evidence of Completion

Teacher lesson plans, teacher observations

**Action Step 2** 5

Collaborate and assign which Science standards will be taught by Gen. Ed. teachers and Science Lab and Learning Lab teachers.

**Person Responsible**

Ivy Menken

**Schedule**

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

**Evidence of Completion**

Correspondence (emails, schedules, meeting notes) between Gen. Ed. and Science/Learning Lab teachers.

**Action Step 3** 5

Teachers will implement a Science and Social Studies Integration Day (SASSI) to increase the quality of Science instruction in the classroom.

**Person Responsible**

Ivy Menken

**Schedule**

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

**Evidence of Completion**

Grade level 'SASSI' schedule, teacher lesson plans, teacher observations

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

Teacher lesson plans will be reviewed for Science integration and they will be observed instructing students using leveled, non-fiction Science texts and conferring with students reading texts that are Science-based.

**Person Responsible**

Ivy Menken

**Schedule**

Monthly, from 9/12/2014 to 4/24/2015

**Evidence of Completion**

Teacher lesson plans and observation feedback



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

Teacher lesson plans will be reviewed for Science integration and they will be observed instructing students using leveled, non-fiction Science texts and conferring with students reading texts that are Science-based.

**Person Responsible**

Ivy Menken

**Schedule**

Monthly, from 9/12/2014 to 4/24/2015


**Evidence of Completion**

Teacher lesson plans, observation data, district Science benchmark assessment results


**G2. Increase student proficiency in Math.** 1

 G041406

**G2.B1** We have several new teachers who are unfamiliar with (knowledge and implementation of) the math problem solving process and supplemental intervention resources. Our experienced teachers need to implement this program with greater fidelity. 2

 B100302

**G2.B1.S1** Teachers will receive professional development to build their knowledge and ability to implement the math problem solving process. 4

 S111551

**Strategy Rationale**

To build teachers' expertise and knowledge of teaching mathematical concepts and skills through the math problem-solving process and implement the process with fidelity.

**Action Step 1** 5

Targeted professional development will be provided in the math problem solving process.

**Person Responsible**

Ivy Menken

**Schedule**

Quarterly, from 10/6/2014 to 4/30/2015

**Evidence of Completion**

In-service records, student math journals, teacher lesson plans

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

The Leadership Team will monitor and collaborate with designated teachers who will present the professional development sessions. All instructional staff will participate in these sessions.

**Person Responsible**

Ivy Menken

**Schedule**

Every 6 Weeks, from 8/18/2014 to 6/2/2015

***Evidence of Completion***

Agendas and presentations for PD sessions, in-service logs

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

Progress monitoring data will be collected and analyzed (local and district) to ensure the effectiveness of the professional development provided to the instructional staff. Instructional coaches and lead teachers will provide support to other instructional personnel.

**Person Responsible**

Ivy Menken

**Schedule**

Every 6 Weeks, from 8/18/2014 to 6/2/2015

***Evidence of Completion***

Teacher lesson plans and classroom observations

**G3.** Increase student achievement (specifically proficiency) in ELA through restructuring our current ELA framework and implementing a Balanced Literacy approach utilizing curriculum and instructional practices mirroring Reader's and Writer's Workshop. 1

G041407

**G3.B1** Current framework for implementing focused, targeted reading instruction needs to be realigned. 2

B100304

**G3.B1.S1** Restructure the current ELA block to include key components of a Balanced Literacy approach to delivering instruction. 4

S111553

### Strategy Rationale

The redefined and realigned framework will provide more specific and targeted instructional format focusing on the student as a reader and writer.

### Action Step 1 5

Restructure the current ELA time block to incorporate a Balanced Literacy framework of delivering instruction.

#### Person Responsible

Ivy Menken

#### Schedule

Daily, from 8/18/2014 to 6/2/2015

#### Evidence of Completion

Classroom observations, teacher lesson plans

### Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

During classroom walkthroughs and observations by administration, instructional coaches and consultants, specific feedback will be provided to teachers to support their implementation of the new framework.

#### Person Responsible

Jean Ferreira

#### Schedule

Monthly, from 8/18/2014 to 6/2/2015

#### Evidence of Completion

Attendance records from workshop trainings, classroom observations, consultant observations/feedback

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

During classroom walkthroughs and observations by administration, instructional coaches and consultants, specific feedback will be provided to teachers to support their implementation of the new framework.

**Person Responsible**

Jean Ferreira


**Schedule**

Every 6 Weeks, from 8/18/2014 to 6/2/2015

**Evidence of Completion**

Teacher lesson plans, classroom observations, consultant observations/feedback

**G3.B1.S2** Provide professional development to teachers to train them on how to effectively deliver the elements of a Balanced Literacy framework. 4

 S111554

**Strategy Rationale**

Teachers must gain knowledge and have opportunities to observe modeling and practice implementing the appropriate components in order to have a positive effect on student learning.

**Action Step 1** 5

Teachers will be provided with training on how to implement the components of a Balanced Literacy framework.

**Person Responsible**

Jean Ferreira

**Schedule**

Every 2 Months, from 8/6/2014 to 4/24/2015

**Evidence of Completion**

Teacher training attendance sheets, consultant PD schedules

**Plan to Monitor Fidelity of Implementation of G3.B1.S2 6**

During classroom walkthroughs and observations, teachers will be provided with specific feedback and support from coaches, consultants and administration focusing on strengths and areas which require additional support.

**Person Responsible**

Jean Ferreira

**Schedule**

Every 2 Months, from 8/6/2014 to 4/24/2015

***Evidence of Completion***

Teacher classroom observations, teacher lesson plans, coaches/consultant feedback

**Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7**

During classroom walkthroughs and observations, teachers will be provided with specific feedback and support from coaches, consultants and administration focusing on strengths and areas which require additional support.

**Person Responsible**

Jean Ferreira


**Schedule**

Every 6 Weeks, from 8/6/2014 to 4/24/2015


***Evidence of Completion***

Teacher classroom observations, teacher lesson plans, coaches/consultant feedback

**G3.B2** Teachers' classroom libraries and the school's library books need to be re-leveled. 2

 B100306

**G3.B2.S1** Teachers should be provided with time to level their classroom libraries as well as participating in the re-leveling of the school's library. 4

 S122940

**Strategy Rationale**

When classroom and school libraries are leveled according to students' reading level and genre, they are able to more efficiently select 'just right' books based on their interests.

**Action Step 1** 5

A schedule will be established and volunteers sought out to re-level the school's library will be at the beginning of the year. An Early Release Day will be provided to allow teachers time to level their classroom libraries.

**Person Responsible**

Jeanne Tubb

**Schedule**

On 10/31/2014

**Evidence of Completion**

**Plan to Monitor Fidelity of Implementation of G3.B2.S1** 6

Completion of the new leveling system

**Person Responsible**

Jeanne Tubb

**Schedule**

On 10/31/2014

**Evidence of Completion**

Classroom libraries and the school library having a leveled system based on Fountas and Pinnell and genre.

**Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7**

Student check out logs will be monitored to determine the effectiveness of the new leveling system.

**Person Responsible**

Jeanne Tubb

**Schedule**

On 10/31/2014

**Evidence of Completion**

Classroom libraries check out report and the school library having a leveled system based on Fountas and Pinnell and genre.

**G3.B4** Insufficient funding for purchase of Balanced Literacy materials, additional leveled readers for classroom libraries and professional development. 2

 B111497

**G3.B4.S1** Determine available funding sources (School Improvement, Title 1, grants) and plan for purchase of materials and professional development. 4

 S122941

**Strategy Rationale**

Adequate funding must be in place to support purchases and PD for appropriate implementation of the Balanced Literacy process.

**Action Step 1 5**

School Improvement and Title 1 funding sources will be utilized to purchase materials and professional development.

**Person Responsible**

Ivy Menken

**Schedule**

On 9/26/2014

**Evidence of Completion**

Purchase orders, consultant PD schedule

**Plan to Monitor Fidelity of Implementation of G3.B4.S1 6**

The plan for purchasing instructional materials to support the Balanced Literacy process, leveled readers for classroom and school libraries and professional development will be monitored to ensure materials have been purchased and PD scheduled.

**Person Responsible**

Ivy Menken

**Schedule**

On 9/26/2014

**Evidence of Completion**

Purchase orders, PD schedule

**Plan to Monitor Effectiveness of Implementation of G3.B4.S1 7**

The plan for purchasing instructional materials to support the Balanced Literacy process, leveled readers for classroom and school libraries and professional development will be monitored to ensure materials have been purchased and PD scheduled.

**Person Responsible**

Jean Ferreira

**Schedule**

On 9/26/2014

**Evidence of Completion**

Purchase orders, PD schedule

**Appendix 1: Implementation Timeline**

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.A1	Targeted professional development will be provided in the math problem solving process.	Menken, Ivy	10/6/2014	In-service records, student math journals, teacher lesson plans	4/30/2015 quarterly
G3.B1.S1.A1	Restructure the current ELA time block to incorporate a Balanced Literacy framework of delivering instruction.	Menken, Ivy	8/18/2014	Classroom observations, teacher lesson plans	6/2/2015 daily
G3.B1.S2.A1	Teachers will be provided with training on how to implement the components of a Balanced Literacy framework.	Ferreira, Jean	8/6/2014	Teacher training attendance sheets, consultant PD schedules	4/24/2015 every-2-months
G3.B4.S1.A1	School Improvement and Title 1 funding sources will be utilized to	Menken, Ivy	8/4/2014	Purchase orders, consultant PD schedule	9/26/2014 one-time



**Martin - 0131 - Warfield Elementary School - 2014-15 SIP**  
*Warfield Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	purchase materials and professional development.				
G3.B2.S1.A1	A schedule will be established and volunteers sought out to re-level the school's library will be at the beginning of the year. An Early Release Day will be provided to allow teachers time to level their classroom libraries.	Tubb, Jeanne	9/22/2014		10/31/2014 one-time
G1.B1.S1.A1	All teachers will use leveled non-fiction Science texts when instructing students during guided reading groups.	Menken, Ivy	8/18/2014	Teacher lesson plans, teacher observations	6/3/2015 daily
G1.B1.S1.A2	Collaborate and assign which Science standards will be taught by Gen. Ed. teachers and Science Lab and Learning Lab teachers.	Menken, Ivy	8/18/2014	Correspondence (emails, schedules, meeting notes) between Gen. Ed. and Science/Learning Lab teachers.	6/3/2015 weekly
G1.B1.S1.A3	Teachers will implement a Science and Social Studies Integration Day (SASSI) to increase the quality of Science instruction in the classroom.	Menken, Ivy	8/18/2014	Grade level 'SASSI' schedule, teacher lesson plans, teacher observations	6/3/2015 weekly
G1.MA1	Teacher lesson plans, observation feedback and teacher collaboration logs will be reviewed for Science integration.	Menken, Ivy	9/12/2014	Teacher lesson plans, observation data, district Science benchmark assessment results	4/24/2015 monthly
G1.B1.S1.MA1	Teacher lesson plans will be reviewed for Science integration and they will be observed instructing students using leveled, non-fiction Science texts and conferring with students reading texts that are Science-based.	Menken, Ivy	9/12/2014	Teacher lesson plans, observation data, district Science benchmark assessment results	4/24/2015 monthly
G1.B1.S1.MA1	Teacher lesson plans will be reviewed for Science integration and they will be observed instructing students using leveled, non-fiction Science texts and conferring with students reading texts that are Science-based.	Menken, Ivy	9/12/2014	Teacher lesson plans and observation feedback	4/24/2015 monthly
G2.MA1	The math data collected will include iReady, district benchmark, classroom formative and summative, math journals, student classwork and teacher observation and conferencing. Monthly grade level data meetings with instructional coaches and administration provide guidance and support for appropriate analysis of the this data.	Menken, Ivy	8/18/2014	iReady Diagnostic and Progress Monitoring reports (by grade level, teacher and student), performance matters reports (by teacher and student), student math journals, teacher lesson plans, classroom observations	6/2/2015 monthly
G2.B1.S1.MA1	Progress monitoring data will be collected and analyzed (local and district) to ensure the effectiveness of the professional development provided to the instructional staff. Instructional coaches and lead teachers will provide support to other instructional personnel.	Menken, Ivy	8/18/2014	Teacher lesson plans and classroom observations	6/2/2015 every-6-weeks
G2.B1.S1.MA1	The Leadership Team will monitor and collaborate with designated teachers who will present the professional development sessions. All instructional staff will participate in these sessions.	Menken, Ivy	8/18/2014	Agendas and presentations for PD sessions, in-service logs	6/2/2015 every-6-weeks
G3.MA1	The data to be collected includes: iReady Diagnostic and Progress Monitoring reading data, Fountas and Pinnell running reading records,	Ferreira, Jean	8/18/2014	Teacher lesson plans, classroom observations, grade level data meetings, consultant observations with feedback	6/2/2015 monthly

**Martin - 0131 - Warfield Elementary School - 2014-15 SIP**  
*Warfield Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	teacher formative and summative assessments and library check out records.				
G3.B1.S1.MA1	During classroom walkthroughs and observations by administration, instructional coaches and consultants, specific feedback will be provided to teachers to support their implementation of the new framework.	Ferreira, Jean	8/18/2014	Teacher lesson plans, classroom observations, consultant observations/feedback	6/2/2015 every-6-weeks
G3.B1.S1.MA1	During classroom walkthroughs and observations by administration, instructional coaches and consultants, specific feedback will be provided to teachers to support their implementation of the new framework.	Ferreira, Jean	8/18/2014	Attendance records from workshop trainings, classroom observations, consultant observations/feedback	6/2/2015 monthly
G3.B2.S1.MA1	Student check out logs will be monitored to determine the effectiveness of the new leveling system.	Tubb, Jeanne	9/22/2014	Classroom libraries check out report and the school library having a leveled system based on Fountas and Pinnell and genre.	10/31/2014 one-time
G3.B2.S1.MA1	Completion of the new leveling system	Tubb, Jeanne	9/22/2014	Classroom libraries and the school library having a leveled system based on Fountas and Pinnell and genre.	10/31/2014 one-time
G3.B4.S1.MA1	The plan for purchasing instructional materials to support the Balanced Literacy process, leveled readers for classroom and school libraries and professional development will be monitored to ensure materials have been purchased and PD scheduled.	Ferreira, Jean	9/26/2014	Purchase orders, PD schedule	9/26/2014 one-time
G3.B4.S1.MA1	The plan for purchasing instructional materials to support the Balanced Literacy process, leveled readers for classroom and school libraries and professional development will be monitored to ensure materials have been purchased and PD scheduled.	Menken, Ivy	8/6/2014	Purchase orders, PD schedule	9/26/2014 one-time
G3.B1.S2.MA1	During classroom walkthroughs and observations, teachers will be provided with specific feedback and support from coaches, consultants and administration focusing on strengths and areas which require additional support.	Ferreira, Jean	8/6/2014	Teacher classroom observations, teacher lesson plans, coaches/consultant feedback	4/24/2015 every-6-weeks
G3.B1.S2.MA1	During classroom walkthroughs and observations, teachers will be provided with specific feedback and support from coaches, consultants and administration focusing on strengths and areas which require additional support.	Ferreira, Jean	8/6/2014	Teacher classroom observations, teacher lesson plans, coaches/consultant feedback	4/24/2015 every-2-months

## 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 the quality of Science instruction and infusion of Science content in the ELA block.

#### G1.B1 Inadequate allocation of time in the daily schedule for Science instruction

##### G1.B1.S1 Implement a plan to increase integration of Science content in classrooms.

#### PD Opportunity 1

Collaborate and assign which Science standards will be taught by Gen. Ed. teachers and Science Lab and Learning Lab teachers.

#### Facilitator

Science Lab and Learning Lab teachers, District Science Coordinator

#### Participants

KG - 4th Grade Teachers

#### Schedule

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

### G2. Increase student proficiency in Math.

G2.B1 We have several new teachers who are unfamiliar with (knowledge and implementation of) the math problem solving process and supplemental intervention resources. Our experienced teachers need to implement this program with greater fidelity.

G2.B1.S1 Teachers will receive professional development to build their knowledge and ability to implement the math problem solving process.

#### PD Opportunity 1

Targeted professional development will be provided in the math problem solving process.

#### Facilitator

Lead Math Teachers, Instructional Coaches

#### Participants

Instructional personnel

#### Schedule

Quarterly, from 10/6/2014 to 4/30/2015

**G3.** Increase student achievement (specifically proficiency) in ELA through restructuring our current ELA framework and implementing a Balanced Literacy approach utilizing curriculum and instructional practices mirroring Reader's and Writer's Workshop.

**G3.B1** Current framework for implementing focused, targeted reading instruction needs to be realigned.

**G3.B1.S1** Restructure the current ELA block to include key components of a Balanced Literacy approach to delivering instruction.

**PD Opportunity 1**

Restructure the current ELA time block to incorporate a Balanced Literacy framework of delivering instruction.

**Facilitator**

Schoolwide Consultant. Instructional Coaches

**Participants**

Teachers, Coaches, Administration

**Schedule**

Daily, from 8/18/2014 to 6/2/2015

**G3.B1.S2** Provide professional development to teachers to train them on how to effectively deliver the elements of a Balanced Literacy framework.

**PD Opportunity 1**

Teachers will be provided with training on how to implement the components of a Balanced Literacy framework.

**Facilitator**

Schoolwide Consultants, Literacy Coaches

**Participants**

All Instructional Personnel, Coaches, Administration

**Schedule**

Every 2 Months, from 8/6/2014 to 4/24/2015

**G3.B4** Insufficient funding for purchase of Balanced Literacy materials, additional leveled readers for classroom libraries and professional development.

**G3.B4.S1** Determine available funding sources (School Improvement, Title 1, grants) and plan for purchase of materials and professional development.

**PD Opportunity 1**

School Improvement and Title 1 funding sources will be utilized to purchase materials and professional development.

**Facilitator**

Schoolwide Consultants

**Participants**

KG-4th Grade Instructional Personnel and Paraprofessionals

**Schedule**

On 9/26/2014

## Technical Assistance Items

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

## Budget Rollup

### Summary

Description	Total
<b>Goal 2:</b> Increase student proficiency in Math.	200
<b>Goal 3:</b> Increase student achievement (specifically proficiency) in ELA through restructuring our current ELA framework and implementing a Balanced Literacy approach utilizing curriculum and instructional practices mirroring Reader's and Writer's Workshop.	41,720
<b>Grand Total</b>	<b>41,920</b>

### Goal 2: Increase student proficiency in Math.

Description	Source	Total
<b>B1.S1.A1</b> - Instructional materials, reprographics	Title I Part A	200
<b>Total Goal 2</b>		<b>200</b>

### Goal 3: Increase student achievement (specifically proficiency) in ELA through restructuring our current ELA framework and implementing a Balanced Literacy approach utilizing curriculum and instructional practices mirroring Reader's and Writer's Workshop.

Description	Source	Total
<b>B1.S2.A1</b> - Professional Development for Balanced Literacy	School Improvement Funds	5,320
<b>B1.S2.A1</b> - Professional Development for Balanced Literacy	Title I Part A	16,000
<b>B4.S1.A1</b> - Purchase of additional leveled text for school and classroom libraries and to support the Balanced Literacy initiative.	Title I Part A	5,000
<b>B4.S1.A1</b> - Consultant fees for Professional Development	School Improvement Funds	9,400
<b>B4.S1.A1</b> - Consultant fees for Professional Development	Title I Part A	6,000
<b>Total Goal 3</b>		<b>41,720</b>