

Mill Creek Elementary School



2014-15 School Improvement Plan

Mill Creek Elementary School

1700 MILL SLOUGH RD, Kissimmee, FL 34744

www.osceola.k12.fl.us

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
83%

Alternative/ESE Center
No

Charter School
No

Minority
80%

School Grades History

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

School Board Approval

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

SIP Authority and Template

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

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

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

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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	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Working as a team, the parents, community and staff will challenge our students to become healthy, responsible, self-motivated individuals who are lifelong learners in a diverse society.

Provide the school's vision statement

To contribute to the Osceola School District's vision to become the top performing school district in the state.

School Environment

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

Positive relationships between teachers and students begin the first day of school. Every contact between a staff member and a student or parent is an opportunity to share commonalities, learn about each other's culture, and make the student and parent feel welcome to be a part of our school. Our Volunteer Liaison helps parents become active school volunteers on their schedules. Teachers call and meet with parents, communicate in writing in the home language whenever possible, and encourage family participation in classroom events and in the celebration of student achievement, such as at our GREAT assemblies each quarter.

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

We have clear procedures with which all staff are made familiar for guiding students to appropriate activities before, during, and after school. Students are encouraged to eat breakfast in the cafeteria each morning, then go to their classes. Teachers are on duty in classrooms and hallways to allow students to work on KidBiz, Moby Max, or reading. Students can also go to the library each day from the time they arrive on campus until school starts. Students are required to travel with a buddy any time they walk on campus, and we explicitly instruct them to report any concerns to the nearest adult. After school, students may participate in activities such as tutoring, cheerleading, or Music Makers. We have a School Resource Officer 1 1/2 days a week and she speaks to students about and is available as situations arise. Our school is fenced and students regularly do lockdown, tornado, and fire drills and evacuations are calm and quick due to the frequent practice.

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

Mill Creek Elementary is a Positive Behavior Support (PBS) school. Our expectations for proper behavior are devised as easy-to-remember acronyms (such as HALL for hallway procedures) and are made clear to every student and parent through school-wide assemblies and frequent repetition of the expectations on the morning announcements. Students are given Gator Bucks from any adult for exhibiting appropriate or "above and beyond" behavior, and can spend their Gator Bucks at the school store or on school events, such as dances and movie nights, or on classroom privileges. Students not following proper procedures are given a verbal warning, and if necessary, this is

followed by steps on our Minor Infraction Form. Teachers communicate concerns directly with parents. Students who significantly disrupt the learning environment are removed from the classroom by Administration and parents are asked to meet to address the concern. Tier 2 and 3 behavior interventions are established by the MTSS team when it is evident that Tier 1 behavior management is not successful. Teachers and staff receive training at pre-planning and throughout the school year so that there is a common understanding of both behavior expectations and the tiered consequence system.

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

From the time that students register with the school, teachers and key staff become familiar with students' IEPs and 504 plans, if any, and with their ESOL status, and make the appropriate accommodations to the delivery of instruction. Teachers develop relationships with their students that allow them typically to become a trusted confidante that students can turn to if troubled. Students are counseled informally or formally by the guidance counselor, but the school nurse or any other staff member with whom the student feels comfortable can be a source of support. We make referrals to the school's social worker when a situation warrants. Families who inform us of their FIT (Families in Transition) status are referred for special services, including clothing, school supplies, transportation, and vouchers for summer camps. We are sensitive to the disruption caused to students when parents break up and living situations and visitations change, and make every effort to ensure the teacher is aware of these changes.

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

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- One or more suspensions, whether in school or out of school
- Course failure in English Language Arts or mathematics
- A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

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	
	3	Total
Attendance below 90 percent	0	
One or more suspensions	0	
Course failure in ELA or Math	0	
Level 1 on statewide assessment	38	38

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

- Phone calls home when students are tardy more than five times
- Letters home indicating that five tardies is equated to one unexcused absence
- Requiring parents sign a form acknowledging the type and amount of instruction missed due to a late arrival or early pickup
- MTSS for academics that allows for addition of an intervention when STAR and classroom data indicate that student is not on track to success in ELA or Math
- Before-, during-, and after-school tutoring
- MTSS for behavior that enables students to change behaviors that inhibit their academic success

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

Parent Involvement Plan has been completed and submitted to DOE. All parents are invited to provide input into the PIP design. The final version of the plan is presented to the School Advisory Council (SAC) for approval, prior to FLDOE upload. Required components of the plan include the annual Title 1 Meeting. The District Title 1 office provides a PowerPoint template with areas for the school to personalize mission, vision, curriculum and demographic information to share with parents at the annual meeting. Another area of the PIP focuses on staff training activities in effectively engaging parents to participate in academic achievement for their children. District Title 1 provided training modules include the five levels of parent involvement, along with cultural sensitivity training in collaboration with Title III. The plan also outlines annual Building Capacity events the school plans to involve parents in their child's academic progress along with community outreach integration. All parents are also invited to participate in the preparation of the school Compact. The Compact document consists of three sections targeting: student, parent and teacher. It is a pledge to uphold the school's vision, mission, and specific educational accountabilities. It is discussed and signed by every elementary students, parent and teacher.

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 district contracts with many outside agencies to assist students and parents. Vision Quest screens students in Kindergarten, First and Third grades for vision problems. This organization will provide glasses to students who qualify. A dental bus screens students in First and Second grade for cavities and will provide fillings. Students in need of counseling or more in-depth services are referred to an outside agency. Law enforcement provides bike helmets, safety seat checks, and mentors many of our students. Several restaurants provide food for our many family involvement activities. We recognize the many providers through flyers sent home, our web page and on our marquee.

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
Cavinee, Susan	Principal
Waggoner, Pauline	Assistant Principal

Duties

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

In addition to the principal and assistant principal, Joan Malotka, Guidance Counselor, is also the MTSS Coordinator. Jennifer Rabb and Jakcie Acosta are the Literacy and Math/Science coaches respectively. They review reading and math data to identify Tier 2 and Tier 3 intervention groups. They present information to the principal, assistant principal, and guidance counselor on a weekly basis, who in turn also convey student concerns and needs as they are made aware of them by parents and teachers.

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 Coordinator and team meets bi-weekly to review school-wide academic and behavior data. The team identifies students needing additional support. The team plans, implements and modifies interventions, and also reviews the progress monitoring data. The MTSS coordinator and academic coaches communicate with teachers if changes are needed to the student groupings and their interventions. Information is shared with parents through conferences. Notes are kept for all meetings and materials are purchased as needed to provide academic assistance. Funding is used to provide before, during and after school tutoring for students.

District and Title 1 funds will be used to provide after school tutoring, in-school remediation, substitutes for teachers to attend professional development, parent involvement activities, and the Ticket to Read program for K-5 grades. The Literacy and Math/Science Coaches along with the Principal and Assistant Principal will plan and organize the tutoring activities, the professional development for teachers and parent involvement activities.

Title III funds will be used for an ESOL paraprofessional to work with ELL students. Any student identified as homeless or migrant will be provided school supplies, uniforms and referred to outside agencies for additional assistance. Supplemental Academic Instruction funds will be used for after school tutoring and in-school remediation.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Susan Cavinee	Principal
Pauline Waggoner	Teacher
Katie Kelley	Teacher
Chris Farmer	Teacher
Ray Balcom	Teacher
Tina Tarrence	Education Support Employee
Carol Chukwu	Parent
Brenda Coutu	Business/Community
Paula Szuch	Business/Community
Maritza Torees	Education Support Employee
Dawn Niebauer	Parent
Kimberly Singleton	Parent

Duties

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

Evaluation of last year's school improvement plan

The 2013-2014 plan was discussed at the PTO and SAC meetings. Feedback from parents was discussed and notes taken for additions and deletions for the 2014-15 plan. In addition, results of the climate survey were reviewed and discussed.

Development of this school improvement plan

The 2013-14 School Improvement Plan was reviewed with the PTO and SAC committees. Suggestions/additions/deletions etc. for 2014-15 Continuous Improvement Management System plan were noted. The completed CIMS plan will be reviewed with SAC for approval at the October meeting.

Preparation of the school's annual budget and plan

The annual school budget is discussed with faculty, staff and parents. Fixed and regularly occurring expenses are reviewed: textbooks, technology needs, substitutes, teacher materials, lawn service, copy machines, cleaning supplies, KidBiz, and other operating costs/needs.

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

\$1000.00 was used for the 2013-14 student agendas and \$500.00 for the teachers' welcome back activity. Since the State did not provide SIP funds at the beginning of the school year, the principal had to use school operating funds to pay for baby sitting on SAC nights during the 2013-14 school year. In May of 2014 the State gave MCE \$4000.00+ that could be rolled into the 2014-15 school year. \$2,200.00 will be used towards the purchase of agendas for the 2014-15 school year. This allows us to provide one free agenda per student. \$1000.00 for technology needs, \$500.00 for babysitting and \$300.00 for the faculty and staff welcome back.

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
Cavinee, Susan	Principal
Waggoner, Pauline	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

Becoming "mini-experts" on the newly adopted Journey's Reading series and the interface with the Florida State Standards. Communicate with parents and teachers assessment expectations and strategies for student success. Host an assessment information night for students and parents.

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

All teachers in each grade level, all Special Area teachers and self-contained ESE teachers have common planning time each day. They also have one Wednesday a month for grade level meetings after school. Most grade levels plan lessons and activities together. Instructional planning meetings/professional development/PLCs are held one day a week with the administration, Literacy Coach and Math/Science Coach.

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

The principal only hires highly qualified teachers certified in elementary education.

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

New, inexperienced teachers are assigned 2 mentors, one teacher on his/her grade level team and either the Math/Science Coach or Literacy Coach. The experienced grade-level teacher mentor is able to provide relevant, quality assistance pertaining to the grade; the instructional coaches can provide school-wide assistance and subject-specific professional development. In addition, the Instructional Coaches will meet with the new teachers once a month.

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

We only purchase state adopted textbooks and materials. Supplemental materials must be aligned with the Florida Standards. Professional development is provided for teachers throughout the school year.

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 use academic data from the 2014 FCAT Reading and Math Assessment and retention list to assign intervention groups to start the 2014-15 school year. After the completion of the fall STAR Reading and Math Assessments, intervention groups will be adjusted. They will continue to be adjusted throughout the school year.

In the classroom, teachers use the same data and classroom assignments to determine small groups, whether for interventions or acceleration. Instruction and assignments are modified as needed based on skill level, language needs, and ESE identification.

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: 4,800

Provide an after school program to build upon reading and math skills. The teachers will use leveled readers, KidBiz, Ticket to Read, and MobyMax. Progress in reading will be monitored by collecting fluency, vocabulary and comprehension data or as written in the MTSS plan. Progress in math will be monitored by computer generated reports indicating student success in math skills and concepts. Classroom teacher input will also be used to assist in decision making.

Strategy Rationale

To increase the academic skills of students.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Waggoner, Pauline, waggonep@osceola.k12.fl.us

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

All students will take a pretest in STAR Reading and/or Math. Data is collected through KidBiz, Ticket to Read, MobyMax, running records and samples of student work. The classroom teacher, tutoring teacher, and MTSS team will review data collected to determine if changes to the tutorial program are necessary for student achievement.

Strategy: Before School Program

Minutes added to school year: 7,000

Students will have an opportunity to work in KidBiz, AR, typing program and Moby Max

Strategy Rationale

Increase reading, math and typing skills.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Waggoner, Pauline, waggonep@osceola.k12.fl.us

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

Data will be collected by the classroom teachers through the online programs.

Strategy: Before School Program

Minutes added to school year: 4,800

Provide a before school program to build upon reading and math skills. Using the computer labs, the students will have an opportunity to use KidBiz, Ticket to Read, and MobyMax. This will be an "open lab" time for any student to elect to come.

Strategy Rationale

To increase the math and reading skills of students.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Waggoner, Pauline, waggonep@osceola.k12.fl.us

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

All students will take the STAR Reading and Math assessment throughout the year. Data is also collected through KidBiz, Ticket to Read, MobyMax, running records and samples of student work. The classroom teacher, tutoring teacher, and MTSS team will review data collected to determine if any specific students need to attend the before school opportunity to build reading and math skills.

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

We have a "Kindergarten Round-Up" in May, before students arrive in August. Parents and students are provided curriculum information, registration requirements, academic expectations, a tour of the campus, explanations of the many assessments given through out the year and an opportunity to meet the Kindergarten teachers. Parents are also given information about transportation and day care options. The volunteer coordinator, PTO and SAC members participate in this evening to show incoming parents ways to become an active parent in their child's learning. In the first weeks of school, students are given the FLKRS and FAIR assessment of Kindergarten readiness to better identify student academic needs. During the summer, as new students register, students and parents can have a tour of the school and campus.

For our 5th grade students, before transitioning to middle school, the guidance counselors come visit our students and give a presentation. Students then have an orientation at the middle school.

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 - we are not a secondary school.

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

N/A - we are not a secondary school.

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 - we are not a secondary school.

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 - we are not a high school.

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.**
- G2.** Students' reading proficiency will increase as a result of the following: continued implementation of standards based reading instruction and modification of Tier 1 as needed; and with students receiving appropriate interventions during school hours and attending before and/or after school tutoring.
- G3.**

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. **1a**

Targets Supported

1b

 G042340

Indicator

Annual Target

Resources Available to Support the Goal **2**

.

Targeted Barriers to Achieving the Goal **3**

G2. Students' reading proficiency will increase as a result of the following: continued implementation of standards based reading instruction and modification of Tier 1 as needed; and with students receiving appropriate interventions during school hours and attending before and/or after school tutoring. 1a

G042223

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	61.0

Resources Available to Support the Goal 2

- CPALMS; coordinated grade-level planning; instructional planning meetings to review STAR reading data; time allotted for planning and collaboration with the Literacy Coach; supplemental, standards-aligned curriculum for interventions and enrichment; professional development to support writing (Core Connections) that aids in development of reading and writing skills

Targeted Barriers to Achieving the Goal 3

- New teachers' inexperience
- Students who lack foundational reading skills

Plan to Monitor Progress Toward G2. 8

STAR Reading; running records; oral reading fluency; KidBiz and Ticket to Read data

Person Responsible

Susan Cavinee

Schedule

Monthly, from 9/8/2014 to 5/15/2015

Evidence of Completion

At biweekly MTSS meetings, STAR Reading data will be reviewed; STAR testing is routinely scheduled throughout the year and testing is implemented by the Literacy and Math coaches. Running records and fluency development is also reviewed at MTSS meetings. We collect a minimum of 4 data points to determine the progress students make in Tier 2 and Tier 3 interventions. KidBiz and Ticket to Read data is also reviewed regularly.

G3. 1a

G041841

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

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Targeted Barriers to Achieving the Goal 3

Plan to Monitor Progress Toward G3. 8

Math instruction will be differentiated and focused according to needs identified in STAR Math.

Person Responsible

Schedule

Evidence of Completion

Students will show growth in STAR Math.

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

G2. Students' reading proficiency will increase as a result of the following: continued implementation of standards based reading instruction and modification of Tier 1 as needed; and with students receiving appropriate interventions during school hours and attending before and/or after school tutoring. **1**

 G042223

G2.B1 New teachers' inexperience **2**

 B102914

G2.B1.S1 Provide professional development to all teachers, with a formal mentoring program for the new teachers **4**

 S114172

Strategy Rationale

Mentoring and professional development will allow new teachers to become familiar with the reading curriculum and with strategies to address student reading needs.

Action Step 1 **5**

Teachers will participate in planning days with the reading coach 3 times this school year.

Person Responsible

Pauline Waggoner

Schedule

Quarterly, from 9/9/2014 to 2/6/2015

Evidence of Completion

Planning day agendas, observations by administration and academic coaches, feedback from teachers will be used as evidence.

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

Observations by administration, concepts and strategies learning being implemented in the classroom.

Person Responsible

Pauline Waggoner

Schedule

Quarterly, from 9/9/2014 to 2/13/2015

Evidence of Completion

Lesson plans, observations documented in Focus.

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

Classroom walkthroughs and observations

Person Responsible

Susan Cavinee

Schedule

Monthly, from 10/8/2014 to 5/29/2015

Evidence of Completion

Observation scores, progress monitoring data for students

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	Teachers will participate in planning days with the reading coach 3 times this school year.	Waggoner, Pauline	9/9/2014	Planning day agendas, observations by administration and academic coaches, feedback from teachers will be used as evidence.	2/6/2015 quarterly
G2.MA1	STAR Reading; running records; oral reading fluency; KidBiz and Ticket to Read data	Cavinee, Susan	9/8/2014	At biweekly MTSS meetings, STAR Reading data will be reviewed; STAR testing is routinely scheduled throughout the year and testing is implemented by the Literacy and Math coaches. Running records and fluency development is also reviewed at MTSS meetings. We collect a minimum of 4 data points to determine the progress students make in Tier 2 and Tier 3	5/15/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				interventions. KidBiz and Ticket to Read data is also reviewed regularly.	
G2.B1.S1.MA1	Classroom walkthroughs and observations	Cavinee, Susan	10/8/2014	Observation scores, progress monitoring data for students	5/29/2015 monthly
G2.B1.S1.MA1	Observations by administration, concepts and strategies learning being implemented in the classroom.	Waggoner, Pauline	9/9/2014	Lesson plans, observations documented in Focus.	2/13/2015 quarterly
G3.MA1	Math instruction will be differentiated and focused according to needs identified in STAR Math.		Students will show growth in STAR Math.	once	

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G2. Students' reading proficiency will increase as a result of the following: continued implementation of standards based reading instruction and modification of Tier 1 as needed; and with students receiving appropriate interventions during school hours and attending before and/or after school tutoring.

G2.B1 New teachers' inexperience

G2.B1.S1 Provide professional development to all teachers, with a formal mentoring program for the new teachers

PD Opportunity 1

Teachers will participate in planning days with the reading coach 3 times this school year.

Facilitator

Jennifer Rabb,

Participants

Kindergarten through fifth grade teachers.

Schedule

Quarterly, from 9/9/2014 to 2/6/2015

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 2: Students' reading proficiency will increase as a result of the following: continued implementation of standards based reading instruction and modification of Tier 1 as needed; and with students receiving appropriate interventions during school hours and attending before and/or after school tutoring.	0
Grand Total	0

Goal 2: Students' reading proficiency will increase as a result of the following: continued implementation of standards based reading instruction and modification of Tier 1 as needed; and with students receiving appropriate interventions during school hours and attending before and/or after school tutoring.

Description	Source	Total
B1.S1.A1 - Title 1 funds will be used to pay for substitutes so teachers can attend professional development and planning days.	Title I Part A	0
Total Goal 2		0