Equestrian Trails Elementary

2014-15 School Improvement Plan

Equestrian Trails Elementary

9720 STRIBLING WAY, Wellington, FL 33414

www.edline.net/pages/equestrian_trails_elementary

School Demographics

School Type	**Title I**	**Free/Reduced Price Lunch**
Elementary	No	28%

Alternative/ESE Center	**Charter School**	**Minority**
No	No	52%

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 Palm Beach County School Board.

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Equestrian Trails Elementary is committed to providing a world-class education with excellence and equity to empower each student to reach his or her highest potential with the most effective staff to foster the knowledge, skills, and ethics required for responsible citizenship and productive careers.

Provide the school's vision statement

Equestrian Trails Elementary envisions a dynamic collaborative multi-cultural community where education and lifelong learning are valued and supported, and all learners reach their highest potential and succeed in the global economy.

School Environment

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

Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:
• History of Holocaust
• History of Africans and African Americans
• Hispanic Contributions
• Women's Contributions
• Sacrifices of Veterans
Equestrian Trails Elementary believes in a Single School Culture with an appreciation for multicultural diversity. We focus our learning team meetings, faculty meetings and professional development around academics, behavior and climate. Staff follows Marzano's approach for academics and we ensure every student has an equal opportunity for an outstanding education. For our climate and behavior plans, we have a School-wide Positive Behavior Plan that addresses clear behavior expectations in every part of the school day and area of the school. We also create a positive environment with mutual respect for students, building relationships between teachers and students.

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

We provide professional development on social-emotional learning (i.e. learning strategies, social skills, and self-management skills) and its relationship to creating a positive, caring and supportive school community. Include examples of core (classroom guidance) and supplemental (solution focused small group counseling) supports.
We create or enhance a college-going culture through the Eight Components of College and Career Readiness (developing aspirations, academic planning, enrichment and extracurricular engagement, college and career exploration and selection, college and career assessments, affordability planning, admissions and transitions into postsecondary)
We articulate, demonstrate, and teach the specific practices that reflect the application of the school's SwPBS Universal Guidelines to the contexts students will encounter before/during/after school
•Adults across the campus will clarify their expectations for positive interpersonal interaction and create the structures and processes for reporting violations of bullying/harassment/dating violence/civil rights policies;
•Involve non-instructional staff, including office staff, bus drivers, cafeteria personnel, and after-school

personnel in the process of modeling and teaching interpersonal expectations in non-academic settings and giving them instruction for reporting violations to appropriate supervisors;
•Provide professional development in methods of respectfully and effectively addressing disrespectful comments as well as methods for respectfully correcting misbehavior at the classroom and administrative levels;
•Create methods/formats where the characteristics of safety and respect can be assessed, monitored, and where strategies for improvement can be created, discussed, and supported. We do this through our "Be the 3" Assemblies which focus on "Be Kind, Be Respectful and Be Responsible."

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

• Universal Guidelines and behavior matrix taught twice a year to ensure students are aware of school expectations.
• SwPBS team reviews classroom data to ensure students are engaged while in class. Maintain a minimum of a 4:1 ratio of positive interactions (RPI) to ensure students remain engaged during instructional time.
• Ensure differentiation of instruction is taking place to meet the needs of all students. Teachers will convey and review expectations for each learning activity
• Make references to Universal Guidelines and behavioral expectations when providing students with positive feedback ("You were responsible when you returned your library book on time.")
• Class meetings will occur on a frequent basis to include student feedback.
• School-wide recognition system is in place;

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

• Operational school based team that meets weekly to discuss students with barriers to academic and social success;
• We will develop a Check-in/Check-out, Check and Connect utilized with students in need of positive adult interactions and positive feedback throughout the school day.
• We will provide instruction and various campus activities that address social/emotional needs of students;
• We will develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time to: (1) Assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making), (2) Identify interventions that the research suggests works to remove the barrier to success (Evidence-Based Intervention), and (3) Evaluate your intervention and evolve (Evaluation).
• Engage with identified staff (i.e. school counselor, school-based team leader) to provide a differentiated delivery of services based on student/school need. Include core (classroom guidance, workshop, assembly), supplemental (solution focused small group counseling), and intensive supports (individual counseling/advisement, referral to community resources). Utilize data-based decision making to close academic, social-emotional and college-career equity gaps by connecting all students with the services they need.

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

• Soliciting feedback from parents regarding their comfort level in contacting teachers and administrators with questions or problems. We do this through SAC and our Coffee Club that meets once a month.
• During Open House, curriculum night, etc. ensure non-threatening methods of introducing parents to teachers and administrators;
• Offer fun, interactive tutorials to parents who are unfamiliar with EdLine and other forms of educational technology;
• Communicate classroom and school news to parents; Classroom and School Newsletters
• Offer Professional Development concerning effective strategies for conducting supportive and effective parent phone calls and face-to-face meetings;
• Create the formats for inviting parent participation in the cultural education process;
• Positive notes, letters, phone calls home

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 has partnered with the Village of Wellington to support our school being a Green School. We also have established relationships with community businesses to provide resources to our students to enhance their learning and promote student achievement.

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
Johnson, Michele	Principal
D'Aqui, Antonietta	Assistant Principal
Becker, Linda	Teacher, K-12
Beswick, Sherri	Instructional Media
Crane, Tim	Teacher, K-12
Fahnoe, Amy	Teacher, K-12
Franks, Beth	Teacher, K-12
Pavlovics, Sara	Teacher, ESE
Prieto, Sue	Teacher, K-12

Duties

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

General Education Teachers (Primary and Intermediate): Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

Administration: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Technology Specialist: Develops s technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display.

The team works together to develop, lead, and evaluate school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches.Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and
implementation monitoring.

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

The school uses the tiered model of delivery. Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

Our school integrates Single School Culture by sharing our Universal Guidelines for Success, following our Behavioral Matrix and teaching expected behaviors, communicating with parents, and Monitoring SwPBS. We update our Action Plans during Learning Team Meetings. We instill an appreciation for multicultural diversity through our anti-bullying campaign, structured lessons, and implementation of SwPBS programs.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Elizabeth Richards	Teacher
Michele Johnson	Principal
	Student
Kasey Fishman	Parent
Maria St.John	Parent
Elizabeth Petlev	Parent
Bill Bennett	Teacher
Cheryl Dubbrin	Parent
Pamela Mason-Egan	Parent
Beth Franks	Teacher
Jessica Greene	Teacher
Jilana Alfonso	Teacher
Jackie Vega	Parent
Amy Watt	Teacher
Linda Becker	Teacher
Tamara Tolley	Teacher
Dorneth Weir	Parent
Lourdes Santos	Education Support Employee
Raquel Bradley	Parent
Stuart Mears	Business/Community
Michelle Starr	Parent
Jennifer Diaz	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

SAC reviewed last year's school improvement plan, as well as FY14 FCAT results. SAC reviewed our outcomes on last year's SIP goals to determine which areas were met and which needed improvement.

Development of this school improvement plan

Using data, SAC members devised goals and action plans to meet goals in each specific area on the SIP.

Preparation of the school's annual budget and plan

SAC looked at goals to determine which areas they could allocate funds for various professional development training and materials needed. They then voted on final approval.

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

Anchor Charts for teaching - $800
ESE Training for Speech and Language Pathologist - $400
Integration of Common Core into Physical Education Training - $500
Instructional Materials for our lowest 25% - $500

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
Johnson, Michele	Principal
D'Aqui, Antonietta	Assistant Principal
Della Pietra, Tracy	Teacher, K-12
Maffetone, Jessica	Teacher, K-12
Crane, Tim	Teacher, K-12
Brady, Michel	Teacher, K-12
Martin, Suzan	Teacher, K-12
Tolley, Tamara	Teacher, K-12
Cornelius, Joelle	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

Our Literacy Team Members attend district training and meet in grade level teams and during professional development to share information and strategies with the staff in all components of literacy.
The team works with the adopted reading materials and units of study to create lessons, choose materials and modify for out students.
The team continually meets to go over state standards to determine what needs to be taught at each grade level and create assessments that mirror district and state assessments.
This group of professionals is comprised of leaders in literacy. This team may include a literacy leader from each grade level, a reading coach, a representative from ESOL, a representative from ESE, and both administrators. The team uses data to establish the literacy goals for that school year. Once the goals have been established, the team creates a plan of action and may meet monthly, (more if necessary) to assess progress towards accomplishing the goals. The team may promote and support literacy in a variety of ways: through literacy nights, professional development, leaders coaching and/ or modeling, summer literacy plans, addressing scheduling concerns, providing instructional and student resources and materials, and other initiatives.

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

One venue for encouraging positive working relationships with teachers is participation in Learning Team Meetings. The master schedule has been designed to provide consistent time for teachers to meet by common content. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.

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

Equestrian Trails uses the Department of Recruitment and Retention for advice on all hiring and placement procedures. We also solicit referrals from current employees. After hiring, we make sure new teachers attend all new teacher training and any professional development needed. To help new teachers get acclimated to our school, we pair the new teacher with a veteran teacher. The veteran teacher goes over school policies, gives school tour and helps them set up their classroom. We then provide regular meeting time, so that the new teacher can observe other classroom teachers and mentor can observe and provide guidance to new teacher.

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

New teachers whether new to teaching or new to school are partnered with a veteran teacher that teaches the same grade or subject areas. Both are given time to plan, observe and reflect. Studies show that teachers that feel supported and are given the tools needed stay in the profession and remain at the school. New teachers need to be given the time to meet with the veteran teacher regularly, observe mentor as well as other veteran teachers and the time to reflect on new learnings.
All first year teachers are participating in the Educator Support Program (ESP). ESP is the School District of Palm Beach County's formal program of support for newly hired educators. Systems of support include a mentor support team, staff development opportunities, observations, conferences, and written and oral feedback.
ESP, the program of support and induction for first year teachers, is designed to elicit evidence that a beginning teacher has demonstrated teaching competencies that promote student learning. ESP helps ensure that all beginning teachers have opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong learning and professional growth.
School personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set high expectations for all school personnel and include valid and reliable measures of performance.

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

Our school creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel

misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

We use the RtI process, the use of tutorials, the use of intensive reading, or the use of small group instruction.
The school ensures every teacher contributes to literacy improvement of every student by:
•Holding meetings on a regular basis to make decisions about literacy instruction in the school. Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS)
•Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs
•Creating a schedule with an uninterrupted 90 minute reading block
•Providing iii instruction based on student needs
•Providing instruction aligned with the Language Arts Florida Standards for their grade level
•Providing resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction)
•Administering assessments which measure instructed standards
•Monitoring progress at the class and grade level during Learning Team Meetings
•Conducting data chats with students
•Creating units of study based on current data
•Choosing methods of instruction based on the needs of students (modeled, guided practice, inquiry)
•Students self-selecting texts based on RRR levels
•Students receiving push-in/pull out services for ESE/ELL
•Providing LLI (Leveled Literacy Intervention) instruction

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

Strategy: After School Program

Minutes added to school year: 5,400

STEM Activities

Strategy Rationale

To provide enrichment in the areas of math and science during our After school program to engage student and further their understanding in these core areas.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Stedt, Victoria, victoria.stedt@palmbeachschools.org

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

The teachers implementing the program gather data from the students in the classroom on FCAT, Diagnostics, RR and grades.

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 for parents discussing expectations of school and kindergarten. Students are then pre-screened prior to the first day of kindergarten.
Guidance Counselor meets with parents and students to discuss middle school choices and help prepare applications. Guidance Counselor also works with middle school to transition students smoothly.

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. If we provide iii instruction daily with fidelity to all students reading below grade level then we will see proficiency raised in all subgroups and in increase in our lowest 25% to 87% proficient.

G2. If we provide specific professional development in writing aligned to the new state standards and teachers understand how to instruct students on how to read and comprehend a variety of texts in order to write a response, then we will see an increase in proficiency to 76%.

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. If we provide iii instruction daily with fidelity to all students reading below grade level then we will see proficiency raised in all subgroups and in increase in our lowest 25% to 87% proficient. 1a

🔍 G043363

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	87.0

Resources Available to Support the Goal 2

- Additional Reading Books for Each Grade Level for Individuals and Small Groups
- Literacy Coaches from district and one teacher per grade level attending literacy roll out trainings
- Learning Team Meetings
- Resource Room for RtI Instruction
- RtI Time built in each day

Targeted Barriers to Achieving the Goal 3

- Pre-requisite skills lacking

Plan to Monitor Progress Toward G1. 8

iii time used effectively

Person Responsible

Michele Johnson

Schedule

Quarterly, from 9/8/2014 to 4/1/2015

Evidence of Completion

Diagnostics, Running Records

G2. If we provide specific professional development in writing aligned to the new state standards and teachers understand how to instruct students on how to read and comprehend a variety of texts in order to write a response, then we will see an increase in proficiency to 76%. 1a

G043364

Targets Supported 1b

Indicator	Annual Target
FAA Writing Proficiency	76.0

Resources Available to Support the Goal 2

- Professional Development
- Tutorial Program

Targeted Barriers to Achieving the Goal 3

- New State Assessment incorporating Reading with Writing

Plan to Monitor Progress Toward G2. 8

Data from writing assessments in the classroom, diagnostic tests and walk-through data will be monitored for progress.

Person Responsible

Michele Johnson

Schedule

Biweekly, from 9/18/2014 to 5/29/2015

Evidence of Completion

Evidence from writing assessments both in the classroom and district made will be monitored to ensure students are becoming proficient and learning gains are being made.

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. If we provide iii instruction daily with fidelity to all students reading below grade level then we will see proficiency raised in all subgroups and in increase in our lowest 25% to 87% proficient. `1`

🔑 G043363

G1.B1 Pre-requisite skills lacking `2`

🔑 B106284

G1.B1.S1 All teachers will target lowest 25% of students through iii. `4`

🔑 S117589

Strategy Rationale

Students that are behind in reading need focused instruction in reading above the 90 minutes per day.

Action Step 1 `5`

Selection of Students for iii, write grant for primary reading resource teacher and order materials

Person Responsible

Michele Johnson

Schedule

Quarterly, from 9/8/2014 to 4/30/2015

Evidence of Completion

Data Collection Sheet

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

iii time used with fidelity

Person Responsible

Antonietta D'Aqui

Schedule

Weekly, from 9/8/2014 to 4/1/2015

Evidence of Completion

Walk-throughs and Running Record and Diagnostic Data

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

iii time used effectively

Person Responsible

Michele Johnson

Schedule

Monthly, from 9/8/2014 to 4/1/2015

Evidence of Completion

Data from RtI process, Running Records and Diagnostics

G2. If we provide specific professional development in writing aligned to the new state standards and teachers understand how to instruct students on how to read and comprehend a variety of texts in order to write a response, then we will see an increase in proficiency to 76%. `1`

G043364

G2.B1 New State Assessment incorporating Reading with Writing `2`

B106321

G2.B1.S1 Provide Professional Development and Learning Team Meetings for Teachers to Plan for incorporating reading and writing into all subject areas. `4`

S117622

Strategy Rationale

Students will need to be able to read a variety of texts and comprehend in order to write a response.

Action Step 1 `5`

Professional Development days will focus on understanding the standards, planning for instruction and using new rubric to score writing.

Person Responsible

Michele Johnson

Schedule

Biweekly, from 9/18/2014 to 5/29/2015

Evidence of Completion

Writing Samples will be collected, Walk-through Data and Agendas from meetings

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

Administration Walk-Throughs, data collection and collaboration during LTM's

Person Responsible

Antonietta D'Aqui

Schedule

Biweekly, from 9/18/2014 to 5/29/2015

Evidence of Completion

Writing Samples, Data from Walk-Throughs and Lesson Plan Books

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

Administration will collect data from writing samples, diagnostic testing and writing assessments to monitor.

Person Responsible

Michele Johnson

Schedule

Biweekly, from 9/18/2014 to 5/29/2015

Evidence of Completion

Evidence will be collected from lesson plans, student proficiency on diagnostic testing and writing samples

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Selection of Students for iii, write grant for primary reading resource teacher and order materials	Johnson, Michele	9/8/2014	Data Collection Sheet	4/30/2015 quarterly
G2.B1.S1.A1	Professional Development days will focus on understanding the standards, planning for instruction and using new rubric to score writing.	Johnson, Michele	9/18/2014	Writing Samples will be collected, Walk-through Data and Agendas from meetings	5/29/2015 biweekly
G1.MA1	iii time used effectively	Johnson, Michele	9/8/2014	Diagnostics, Running Records	4/1/2015 quarterly
G1.B1.S1.MA1	iii time used effectively	Johnson, Michele	9/8/2014	Data from RtI process, Running Records and Diagnostics	4/1/2015 monthly
G1.B1.S1.MA1	iii time used with fidelity	D'Aqui, Antonietta	9/8/2014	Walk-throughs and Running Record and Diagnostic Data	4/1/2015 weekly
G2.MA1	Data from writing assessments in the classroom, diagnostic tests and walk-through data will be monitored for progress.	Johnson, Michele	9/18/2014	Evidence from writing assessments both in the classroom and district made will be monitored to ensure students are becoming proficient and learning gains are being made.	5/29/2015 biweekly
G2.B1.S1.MA1	Administration will collect data from writing samples, diagnostic testing and writing assessments to monitor.	Johnson, Michele	9/18/2014	Evidence will be collected from lesson plans, student proficiency on diagnostic testing and writing samples	5/29/2015 biweekly
G2.B1.S1.MA1	Administration Walk-Throughs, data collection and collaboration during LTM's	D'Aqui, Antonietta	9/18/2014	Writing Samples, Data from Walk-Throughs and Lesson Plan Books	5/29/2015 biweekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportuntities

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

G1. If we provide iii instruction daily with fidelity to all students reading below grade level then we will see proficiency raised in all subgroups and in increase in our lowest 25% to 87% proficient.

G1.B1 Pre-requisite skills lacking

G1.B1.S1 All teachers will target lowest 25% of students through iii.

PD Opportunity 1

Selection of Students for iii, write grant for primary reading resource teacher and order materials

Facilitator

District Facilitator

Participants

1 teacher from each grade level as well as two hired reading resource teachers

Schedule

Quarterly, from 9/8/2014 to 4/30/2015

G2. If we provide specific professional development in writing aligned to the new state standards and teachers understand how to instruct students on how to read and comprehend a variety of texts in order to write a response, then we will see an increase in proficiency to 76%.

G2.B1 New State Assessment incorporating Reading with Writing

G2.B1.S1 Provide Professional Development and Learning Team Meetings for Teachers to Plan for incorporating reading and writing into all subject areas.

PD Opportunity 1

Professional Development days will focus on understanding the standards, planning for instruction and using new rubric to score writing.

Facilitator

Area Writing Specialists

Participants

All teachers

Schedule

Biweekly, from 9/18/2014 to 5/29/2015

Technical Assistance Items

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

Budget Rollup

Summary	
Description	**Total**
Goal 1: If we provide iii instruction daily with fidelity to all students reading below grade level then we will see proficiency raised in all subgroups and in increase in our lowest 25% to 87% proficient.	25,000
Grand Total	**25,000**

Goal 1: If we provide iii instruction daily with fidelity to all students reading below grade level then we will see proficiency raised in all subgroups and in increase in our lowest 25% to 87% proficient.		
Description	**Source**	**Total**
B1.S1.A1	Other	25,000
Total Goal 1		**25,000**