

# Metrowest Elementary



2014-15 School Improvement Plan

## Metrowest Elementary

1801 LAKE VILMA DR, Orlando, FL 32835

[ no web address on file ]

### School Demographics

**School Type**

Elementary

**Title I**

No

**Free/Reduced Price Lunch**

67%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

76%

### School Grades History

**Year**

2013-14

2012-13

2011-12

2010-11

**Grade**

A

A

A

A

### School Board Approval

This plan was approved by the Orange County School Board on 2/10/2015.

### 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**

To lead our students to success with the support and involvement of families and the community.

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

To be the top producer of successful students in the nation.

#### School Environment

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

Our process is to build teacher pedagogical knowledge and skills in making meaning relationships and working with the diverse needs of students and families. Our school climate surveys and home language survey will help provide background information regarding the needs of our students and families.

Our scheduled events will help build positive relationships with parents and students as well. They include, but are not limited to; Meet the Teacher, Open House, Report Card Conference Night, Math/ Science Night, Florida State Assessment (FSA)/End of Course Exam (EOC) Night, School Advisory Council Meetings, monthly PTA Night Out, and Mentoring Program.

Teacher are also encouraged to communicate with the parents weekly to advise them of the their child's performance through the use of ProgressBook by updating grades once a week in each subject area.

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

We have implemented CHAMPS and Positive Behavior Supports, where our goals are to:

To implement a school-wide instructional discipline plan that creates a systemic environment of achievement.

To be proactive in dealing with behavior so as to minimize instructional disruptions and reactive behavior management.

To create a climate of respect, responsibility, and accountability among students, faculty, and staff.

We have established clear arrival and dismissal procedures with adult supervision throughout campus at all times. Our staff and leadership team are visible and available, which allows for the students to feel valued and respected before, during and after school. We have monitors in the cafeteria for breakfast and lunch and we have established rules, expectations and procedures in there as well. Our teachers escort our students to and from locations when traveling as a class and we use a buddy system for all other occasions when individual student travel is necessary.

##### **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**

We have instituted the use of CHAMPS and Positive Behavior Supports as our school-wide behavior management model defining clear behavioral expectations and protocols for disciplinary incidents. All of the teachers were trained on the new behavioral management model during pre-planning. Also,



each grade level has designated a representative who meet monthly with the administrative staff (assistant principal, administrative dean, behavior specialist), as part of the Behavior Leadership Team to ensure that the system is fair and consistently enforced. Our Exceptional Student Education Department (teachers, behavior specialist, administrative dean, guidance counselor, paraprofessionals, and principal and assistant principal) are all trained in Crisis Prevention Intervention.

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

Our guidance counselor is available at all times is student counseling is needed. We have established a mentoring program to meet the social-emotional needs of our students. We also provide the parents with outside counseling applications should the need arise, where outside providers may come on campus to counsel students should the need arise. We have a guidance counselor, behavior specialist, social worker, and administrative dean who assist our students with their social-emotional needs as well.

**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 early warning indicators at MetroWest Elementary School are students whose attendance is below 90 percent; Child Study teams are put into place and letters are sent home via mail with students who attendance is an concern; one or more suspensions; PBS program is implemented and mentors are assigned to students with behavioral issues; and receiving a score of Level 1 on statewide assessments; after school tutoring is provided to students who scored a level 1 on 2013-2014 FCAT.

**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	5	
Attendance below 90 percent	34	27	21	15	14	26	137
One or more suspensions	16	6	8	6	12	12	60
Course failure in ELA or Math	0	0	20	45	58	27	150
Level 1 on statewide assessment	0	0	0	50	44	43	137

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	4	2	4	33	27	17	87

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

A variety of intervention strategies will be used to improve the academic performance of students identified by the early warning system.

To address attendance, letters are sent home once students have reached five absences. Our School Social Worker, attendance clerk and administrators reach out to parents as well to address attendance.

To support positive behavior and minimize suspensions, we have instituted CHAMPS and Positive Behavior Supports or P.U.R.E ORCA. We have also implemented SPLASH cards, where students have the opportunity to be recognized for their actions at a school-wide level. We have also implemented Positive Alternative to School Suspension (PASS) as another intervention strategy to support student behavior and academics as we have a certified teacher assigned to the program. To improve our students academic performance for those who scored a Level 1 in reading and/or math we provide school tutoring after school. Our staff is also trained in the Marzano Instructional Framework and will be expected to the elements of the framework during lesson planning and instructional delivery.

## 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**

With a large student population we are working to increase the number of parents that participate in events held on campus. We are working to increase the rate of attendance so that more families are involved and showing support of the school. We have held Meet the Teacher, Open House, SAC Meetings, Report Card Conferences, and Math/Science Night. This year we had 3682.25 volunteer hours. However, we conducted a School Effective Survey with only 83 surveys completed, accounting for only 5% of our student body population.

**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**

Through our Partners in Education program we build and and sustain community relationships, which allows us to secure and utilize resources to support our school and student achievement.

We have created a MetroWest Mentorship Program, where community members volunteer their time once a week to meet with our identified students.

Metrowest Master Association: provide funding to support the school in various needs. They assist the school with decision making and extra curricular activities to support Metrowest. Community resource officers are apart of the mentoring program at Metrowest.

## 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
Szymanski, Christine	Principal
Grubbs-Holmes, Atresa	Assistant Principal
Slaughter, Evangeline	Assistant Principal
Pignolet, Michelle	Instructional Coach

### Duties

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

Our MTSS/RtI Leadership Team is comprised of the following: Principal, ESE Administrator, Staffing Specialist/ESE, School Psychologist, Curriculum Resource teacher, School counselor, Behavior Specialist, Dean, ELL Compliance teacher, Special Area teachers if applicable, classroom teacher. Our team is called the Whale Watcher Team.

***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***

Grade level Professional Learning Community meetings are held weekly to discuss academic progress of the students on the grade level. Comparative data through common and weekly assessments are used to identify struggling learners and to plan and implement appropriate remediation to help students achieve mastery. When these tier one and tier two remediations are not successful for a particular student, teachers alert the MTSS/RtI team (Whale Watchers) for additional assistance. The teachers identify the student, provides the student's name to the Staffing Specialist, and begins to collect needed data (conferences, test data, work samples, interventions). Staffing Specialist gathers information from Cumulative folder and relevant background information. Once the Whale Watcher form is completed, a meeting is scheduled with the classroom teacher. At this meeting behaviors and observations are discussed as well as appropriate interventions. Academic concerns are also discussed at weekly PLC meetings on each grade level. Supplemental academic instruction funds are utilized to provide after school tutoring for retained students in grade and students who scored a level 1 on FCAT 2.0 in grades 4 and 5.

### School Advisory Council (SAC)

#### Membership

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

Name	Stakeholder Group
Christine Szymanski	Principal
Natalie Bitcon	Teacher
Marlene Baer	Teacher
Kristin Degenhart	Teacher
Melissa Miller	Parent
Heather Niemas	Parent
Denise Samuelson	Business/Community
Irene Puskas	Teacher
Valarie Dobson	Teacher
Amanda Stanley	Teacher
Ruthann Suess	Teacher
Robert Wainwright	Parent
Alexis Puskas	Teacher
Lamis Djoudi	Parent
Patricia Maier	Teacher
Geetha Karuppiah	Parent
Jeff Lu	Parent
Alexus Puskas	Teacher
Linda Sheldon	Teacher

## 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*

At the our first SAC meeting of the 2014-2015 school year we will reviewed last year's school improvement plan.

*Development of this school improvement plan*

A draft of the school improvement plan will be provided to the committee for review, where their input will be discussed and integrated as appropriate.

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

We will discuss the school improvement fund budget, and determine the appropriate allocations as determined by our school improvement goal.

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

During the 2013-2014 school year, the school improvement fund purchased materials for the Science Fair at \$190.00.

***Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC***

Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

We will connect parents using Connect Orange Messages, we will also post the meeting date on our school marquee, we will also send home meeting notifications with the students.

### **Literacy Leadership Team (LLT)**

#### **Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

<b>Name</b>	<b>Title</b>
Szymanski, Christine	Principal
Grubbs-Holmes, Atresa	Assistant Principal
Slaughter, Evangeline	Assistant Principal

#### **Duties**

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

Review Orange County's K-12 Comprehensive Reading Plan.

Discuss FSA, MTP, Scope Sequence

Core Connections Writing Training is provided for all instructional staff.

Professional Learning Communities/Collaborative Planning

Discuss and share best practices in reading and writing across content areas.

Provide professional development to ensure reading and literacy instruction are embedded into content area classes.

"Bed Time Story" night is provided for K-2 students to encourage more reading is occurring at home.

Students are strongly encouraged to participate in AR and determining goals. Students are provided charms as an incentive to gain points in AR.

#### **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**

Our grade levels conduct weekly PLC meetings to ensure collaborative planning with the discussion of standards based instruction as well as disaggregate data. Metrowest also provides professional development, staff meetings, and new teacher programs with established mentor/mentees for our new teachers. Common planning is scheduled across all grade levels to ensure collaboration between teams.

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

The school will select candidates that have highly qualified credentials during the interview and selection process. Provide professional development in the areas of instructional strategies, technology integration, and individualized instruction. Placement of teachers will align with professional experience, professional goals, and certifications.

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

Mentors are chosen based on the number of years of experience they have on the grade level and in teaching. This pairing provides the mentee with a contact on their grade level to help them grow as a

professional and become a proficient teacher at their current grade level. During the summer, mentors contacted their mentees to begin mapping out a plan for this school year. During pre-planning a meeting was held to for mentors and mentees to address the beginning of the year needs. Every Friday new teachers and those teachers with less than 3 years of teaching experience meet to participate in professional development from veteran teachers through a program named T.O.P.S. (Teachers Offering Professional Support).

## 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 district has a rigorous adoption process that analyzes the correlation between core program materials and the Florida Standards. Core instructional resources are provided on the Instructional Management System (IMS) and are aligned to the Florida Standards. All schools are expected to utilize the standards-based resources during daily instruction.

#### Instructional Strategies

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

We use a data-driven approach to determine the most appropriate differentiated instruction for our students. We also offer small group reading intervention and enrichment to meet the needs of our diverse population. Formative and summative assessments are also utilized to track student progress relative to standards based learning and inform 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: Extended School Day**

**Minutes added to school year: 3,840**

Beginning in October, tutoring will be offered to students who were retained in 3rd grade, 4th and 5th grade students who scored a level 1 on FCAT 2.0 in reading 2014 and those who are struggling in grade 3rd, 4th and 5th grade.

**Strategy Rationale**

Based on the data, there is a need for students to have extended learning opportunities over and beyond the school day. Students overall reading proficiency is expected to increase.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

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

Szymanski, Christine, christine.szymanski@ocps.net

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

Data from our Reading Plus Program will be reviewed to determine next steps. Performance Matters data is will be reviewed.

**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**

Our kindergarten students are assessed using the Florida Kindergarten Readiness Screener (FLKRS), which gathers information about a child's overall development and address each student's readiness for kindergarten within the first 20 days of 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**

Metrowest implements several strategies to advance college and career awareness. Students and staff are encouraged to wear college paraphernalia on Fridays.

5th Grade students will also visit the feeder pattern middle school and one selected high school.

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

Metrowest incorporates non-fictional text to teach students about world history and the community to prepare them for the career and technical fields.

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

Metrowest participates in the OCPS Teach-In Program. Metrowest also participates in the OCPS STEM Program.

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

N/A



## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** Teachers will improve the use of data based decision making to plan and deliver rigorous lessons, using the Instructional Framework.

## 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.** Teachers will improve the use of data based decision making to plan and deliver rigorous lessons, using the Instructional Framework. 1a

G046291

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	80.0
ELA/Reading Gains	83.0
Math Lowest 25% Gains	76.0
Math Gains	75.0
FCAT 2.0 Science Proficiency	63.0
Discipline incidents	10.0
One or More Suspensions	10.0

**Resources Available to Support the Goal** 2

- Budget, Personnel, Imstructional Management System, iReady Math, iStation (K-2) Imagine Learning, Reading Plus, Safari Montage, Florida Center for Reading Readiness, Think Central, Florida Ready Workbooks, and Triand

**Targeted Barriers to Achieving the Goal** 3

- We find it challenging to ensure that all students in the lowest 25% receive the intensive data analysis needed to closely monitor their progress through the benchmarks.
- Teachers' lack of knowledge and understanding about implementing differentiated instruction limits the time spent effectively targeting individual students learning needs based on common assessments data.
- We currently have new teachers who have not been trained on Marzano's Art and Science of Teaching evaluation model and teachers who did not participate in the Deliberate Practice Pilot
- Student discipline interferes with the learning environment for students who are impacted by their behavior.

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

Learning gains and proficiency will increase through implementing rigorous standards based instruction and differentiation. Administrators will review fidelity and effectiveness of goal throughout the year by continuous progress monitoring.

**Person Responsible**

Christine Szymanski

**Schedule**

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

**Evidence of Completion**

Performance Matters benchmark assessments, and other student performance measures.

## 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.** Teachers will improve the use of data based decision making to plan and deliver rigorous lessons, using the Instructional Framework. **1**

 **G046291**

**G1.B1** We find it challenging to ensure that all students in the lowest 25% receive the intensive data analysis needed to closely monitor their progress through the benchmarks. **2**

 **B114664**

**G1.B1.S1** Collect and analyze data through the use of common assessments and professional learning communities to determine student mastery and appropriate interventions through the MTSS/Rtl process.

**4**

 **S126194**

### Strategy Rationale

With the knowledge on how to use data for instructional decisions, student achievement will increase.

### Action Step 1 **5**

Weekly meetings to discuss performance of students; teachers and leadership team will meet regularly in their PLCs to review common assessment data, and discussions will occur on how to use the data to inform instruction.

### Person Responsible

Christine Szymanski

### Schedule

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

### Evidence of Completion

PLC data meetings, teacher-made mini assessments, classroom observations, Intervention Plans, Common Assessments, Go Math, Performance Matters Benchmark Assessments

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

Monitoring this subgroup's intervention and progress in the benchmarks will be done through weekly PLC meetings where student data will be tracked and the students in the subgroup will be looked at to ensure growth is occurring and they are progressing along with the other students in the class.

**Person Responsible**

Christine Szymanski

**Schedule**

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

***Evidence of Completion***

PLC data meetings, teacher-made mini assessments, classroom observations, Intervention Plans, Common Assessments, Go Math, Performance Matters Benchmark Assessments, Collaborative Unit Plans, PLC Data Analysis Sheets

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

Administrators will review and monitor Collaborative Unit Plans and PLC Data Analysis Sheets.

**Person Responsible**

Christine Szymanski

**Schedule**


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

***Evidence of Completion***


PLC data meetings, teacher-made mini assessments, classroom observations, Intervention Plans, Common Assessments, Go Math, Performance Matters Benchmark Assessment

**G1.B2** Teachers' lack of knowledge and understanding about implementing differentiated instruction limits the time spent effectively targeting individual students learning needs based on common assessments data.

2

 B114665

**G1.B2.S1** We will offer additional professional developments on student owned evidence based scales and higher level questions. 4

 S126195

### Strategy Rationale

Teachers will understand how to create evidence based scales and higher level questions, and design and implement common assessments.

### Action Step 1 5

PD will be provided to teacher on evidence based scales to ensure rigor is embedded throughout the delivery.

#### Person Responsible

Christine Szymanski

#### Schedule

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

#### Evidence of Completion

Professional Development Calendar, Participation Sign In Sheets, Deliberate Practice, PLC Data Analysis Sheets

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

Administration will review/monitor professional development activities.

#### Person Responsible

Christine Szymanski

#### Schedule

Monthly, from 8/11/2014 to 5/29/2015

#### Evidence of Completion

Participation Sign In Sheets for Professional Development, Observation Feedback, Evidence Based Scales

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

Implementation of differentiated instruction strategies will be observed in the classroom. Strategies of DI should be evident in instruction as a result of professional development activities.

**Person Responsible**

Christine Szymanski

**Schedule**

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

**Evidence of Completion**

PLC data meetings, teacher-made mini assessments, classroom observations, Intervention Plans, Common Assessments, Go Math, Performance Matters Benchmark Assessments

**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	Weekly meetings to discuss performance of students; teachers and leadership team will meet regularly in their PLCs to review common assessment data, and discussions will occur on how to use the data to inform instruction.	Szymanski, Christine	8/18/2014	PLC data meetings, teacher-made mini assessments, classroom observations, Intervention Plans, Common Assessments, Go Math, Performance Matters Benchmark Assessments	5/29/2015 weekly
G1.B2.S1.A1	PD will be provided to teacher on evidence based scales to ensure rigor is embedded throughout the delivery.	Szymanski, Christine	8/18/2014	Professional Development Calendar, Participation Sign In Sheets, Deliberate Practice, PLC Data Analysis Sheets	5/29/2015 weekly
G1.MA1	Learning gains and proficiency will increase through implementing rigorous standards based instruction and differentiation. Administrators will review fidelity and effectiveness of goal throughout the year by continuous progress monitoring.	Szymanski, Christine	8/18/2014	Performance Matters benchmark assessments, and other student performance measures.	5/29/2015 weekly
G1.B1.S1.MA1	Administrators will review and monitor Collaborative Unit Plans and PLC Data Analysis Sheets.	Szymanski, Christine	8/18/2014	PLC data meetings, teacher-made mini assessments, classroom observations, Intervention Plans, Common Assessments, Go Math, Performance Matters Benchmark Assessment	5/29/2015 weekly
G1.B1.S1.MA1	Monitoring this subgroup's intervention and progress in the benchmarks will be done through weekly PLC meetings where student data will be tracked and the students in the subgroup will be looked at to ensure growth is occurring and they are progressing along with the other students in the class.	Szymanski, Christine	8/18/2014	PLC data meetings, teacher-made mini assessments, classroom observations, Intervention Plans, Common Assessments, Go Math, Performance Matters Benchmark Assessments, Collaborative Unit Plans, PLC Data Analysis Sheets	5/29/2015 weekly
G1.B2.S1.MA1	Implementation of differentiated instruction strategies will be observed in the classroom. Strategies of DI should be evident in instruction as a result of professional development activities.	Szymanski, Christine	8/18/2014	PLC data meetings, teacher-made mini assessments, classroom observations, Intervention Plans, Common Assessments, Go Math, Performance Matters Benchmark Assessments	5/29/2015 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.MA1	Administration will review/monitor professional development activities.	Szymanski, Christine	8/11/2014	Participation Sign In Sheets for Professional Development, IObservation Feedback, Evidence Based Scales	5/29/2015 monthly

## 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.** Teachers will improve the use of data based decision making to plan and deliver rigorous lessons, using the Instructional Framework.

**G1.B2** Teachers' lack of knowledge and understanding about implementing differentiated instruction limits the time spent effectively targeting individual students learning needs based on common assessments data.

**G1.B2.S1** We will offer additional professional developments on student owned evidence based scales and higher level questions.

### PD Opportunity 1

PD will be provided to teacher on evidence based scales to ensure rigor is embedded throughout the delivery.

#### Facilitator

Dr. Rose Taylor Independent Consultant

#### Participants

All teachers

#### Schedule

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



## Budget Rollup

### Summary

Description	Total
<b>Goal 1:</b> Teachers will improve the use of data based decision making to plan and deliver rigorous lessons, using the Instructional Framework.	9,000
<b>Grand Total</b>	<b>9,000</b>

**Goal 1: Teachers will improve the use of data based decision making to plan and deliver rigorous lessons, using the Instructional Framework.**

Description	Source	Total
<b>B2.S1.A1</b>	Other	9,000
<b>Total Goal 1</b>		<b>9,000</b>