Wilson Elementary School

2014-15 School Improvement Plan

Wilson Elementary School

985 S ORANGE BLVD, Sanford, FL 32771

http://www.scps.k12.fl.us/schools/schoolinfopage.cfm?schoolnumber=0231

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	No	31%

Alternative/ESE Center	Charter School	Minority
No	No	39%

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 Seminole County School Board on 11/18/2014.

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Wilson Elementary prepares students to believe in themselves, to achieve high standards of academic excellence, and to succeed in all aspects of life.

Provide the school's vision statement

Wilson Elementary's vision mirrors that of Seminole County Public Schools.
Every student will graduate from high school prepared for the future as a lifelong learner and a responsible citizen in a democratic society.
All students will perform at the highest levels.
All students will have an equal opportunity to learn.
All students will be nurtured and supported.
Wilson's school staff will be highly qualified, diverse, committed, and dedicated to the school's mission.

School Environment

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

The school has a Multi-Tiered System of Supports (MTSS) core problem solving team, comprised of members with expertise in academic and behavioral domains. The MTSS team utilizes the continuous
problem solving process to identify students who are at-risk in academics and/or behavior and conducts
root cause analysis to determine why the problem is occurring. The MTSS core problem solving team utilizes a student performance data management system to view aggregated student data. To aid in recognizing early school disengagement, the MTSS core problem solving team utilizes a Spotlight report and digitized response to intervention process. Student data are aggregated to form a predictive analytic risk score configuration, comprised of indicators that flag a student at risk of graduation (attendance, misconduct, course failure, mobility, grade point average, overage, and retention).
To identify at-risk students, Wilson Elementary utilizes the Early Mann Identification Report. This report specifically identifies students having met two or more at-risk indicators (attendance below 90 percent, one or more in school or out of school suspensions, course failure in English Language Arts or Mathematics, and Level 1 score on statewide, standardized assessments in English Language Arts or Mathematics). In addition the report includes each student's early warning risk score. From this report, schools drill down on the student identification number to obtain more specified data in order to inform root cause analysis. Additionally, from the report, teachers schedule parent and MTSS meetings to address student needs and concerns.

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

Wilson Elementary has an Emergency Management Plan to ensure student safety. Each teacher is provided a Seminole County Public Schools Emergency Response Plan Guide. Procedures are reviewed at the beginning of the school year with all teachers and staff. Fire, tornado, and emergency drills are conducted during the school year to ensure safety procedures are consistently followed.

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

Wilson Elementary implements a school-wide behavioral plan: Wilson Guidelines for Success. Students begin the school day by repeating the guidelines during opening exercises. A comprehensive behavior plan outlines common area procedures and expected standards of behavior. A Common Area Reward System is also utilized to reward positive behavior.

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

Wilson Elementary supports students by assigning mentors. Teachers, support staff, and approved volunteers all serve in this capacity. Additionally, our guidance counselor is available to support students identified as needing counseling, mentoring, and other pupil services.
Wilson's Home School Liasion provides support to families in need of school supplies, clothing, food, and miscellaneous items.

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

Wilson Elementary utilizes the Early Mann Warning Report which includes the following warning indicators:
absences (6-25), grading periods (w/5+ absences), trimester grades, standardized tests data, out-of-school suspensions, prior retentions, and mobility rate.

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

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	22	33	42	31	36	23	187

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

N/A

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

Prior to the start of each school year, parents are invited to an Open House to meet their child's teacher. To inform parents, Grade Level Curriculum Nights, Book Fair and Family Nights, FSA Parent Nights, and Parent Literacy Nights will be held throughout the year. Additionally, a minimum of two parent/teacher conferences will be conducted each school year. Parents will participate in MTSS, Student Study Team, and Individualized Educational Plan Meetings. Skyward Parent Access is available to allow an opportunity for review of student grades and attendance.

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

Teachers and administrators use multiple strategies to contact families, including but not limited to: (1) contacting families prior to the start of school to welcome the students to the new school year, (2) inviting families to curriculum nights and open house meetings to meet teachers and school staff and to learn about the curriculum, (3) providing access to school grades, progress monitoring data and other relevant achievement information through the SCPS Parent Information Network, (4) ensuring students show evidence of "owning their data" and scheduling student led conferences as applicable, (5) inviting families to participate in SAC and PTA Boards, (6) inviting families to attend PTA meetings and participate in school related events, (7) using multiple genres of social networking, as well as sending electronic/paper-based newsletters to families on a regular basis, (8) advertising events on school marquees, (9) and numerous out-reach strategies developed by school staff.

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
Jenkins, Sallie	Principal
Lester, Kristina	Assistant Principal
Atkinson-Smith, Sylvia	Teacher, ESE
Deem, Janell	Teacher, K-12
Bovio, Cheryl	Teacher, K-12
Charlton, Benita	Teacher, K-12
Corley, Rebekah	Instructional Coach
Dagostino, Jeannine	Teacher, K-12
Hanophy, Jennifer	Teacher, K-12
Morse, Esther	Teacher, K-12
Riedel, Kelly	Teacher, K-12
Suter, Brianna	Teacher, K-12

Duties

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

The Principal and Assistant Principal are responsible for facilitating the development of the school improvement process. Leadership Team Members, School Advisory Council Members, and Staff provide input into developing goals, resources, support, and SIP evaluation procedures.
The Guidance Counselor is responsible for coordinating the MTSS process. The administration and leadership team members, ESSS Staff, and parents participate in MTSS Team meetings to review data; to make recommendations for Tier Interventions and instructional strategies support; and to make recommendations for consideration for Exceptional Student Education Services.

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

Wilson Elementary has a Core Multi-Tiered System of Supports (MTSS) problem solving team, comprised of members with expertise in academic and behavioral domains. The MTSS team utilizes the continuous problem solving process to identify students who are at-risk in academics and/or behavior and to determine why the problem is occurring. The MTSS team designs and implements research-based interventions and regularly monitors student progress/response to interventions. The school utilizes the online MTSS module to document all interventions, meetings, and parent involvement in the process.
Data analysis and decision making occur at all levels of the MTSS implementation and at all levels of instruction. The MTSS Team uses data to make decisions at all three levels(Tier 1, Tier 2, and Tier 3) of the process. Teams use screening and progress monitoring data to make decisions about instruction, movement within the multi-level prevention system, and disability identification. Specifically, progress monitoring is used to assess students' academic performance, to quantify a student rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction. Progress monitoring can be implemented with individual students or with an entire class. Additionally, the School Improvement Process is implemented with data analysis beginning in summer with a comprehensive review of state assessment data that include disaggregated analysis

of sub group performance based on proficiency standards. Additionally, baseline student data is gathered at the beginning of the school year and progress monitoring is ongoing. School improvement goals are established based on school needs as defined by multiple data sources. Based on MTSS and SIP data, instruction, resources, and additional support are provided to ensure individual student and school goals are met.

Wilson Elementary will utilize Supplemental Academic Instruction and Exceptional Student Education funds to provide additional academic tutorial and/or intervention for students based on identified needs. These funding sources, along with school funds will be coordinated and integrated to provide additional support for academic interventions. Additionally, district IDEA funds will be used to provide paraprofessionals to facilitate small group instruction during the school day. The coordination and integration of these funds and services ensure that students are provided time and support needed to master required standards and to improve academic achievement.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Jeremy Hertz	Parent
Kari Kreichbaum	Teacher
Kim Gall	Teacher
Jan Winn	Education Support Employee
John Luyck	Teacher
Sam Filler	Parent
Carrie Grein	Parent
Latoya Sanders	Parent
David Sprinkle	Parent
Dr. Sallie S. Jenkins	Principal
Kim Hoosier	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

Wilson's School Advisory Council reviewed the status of the 2013-2014 school improvement plan and provided feedback relative to goals and objectives for the 2014-2015 plan. Additionally, SAC reviewed the state's accountability criteria for school grades comparing the progress of Wilson Elementary to like schools in the district and across the state.

Development of this school improvement plan

Wilson Elementary's School Advisory Council consistently reviews student performance data as well as new and existing school programs. Additionally SAC reviews and approves the School Improvement Plan.

Preparation of the school's annual budget and plan

Wilson's School Advisory Council reviews the annual budget and fund sources each year and specifically defines how School Improvement funds are spent.

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

Approximately $1,000.00 is the expected School Improvement allocation for 2014-2015. These funds will be used to support reading in grades 2-5.

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
Jenkins, Sallie	Principal
Lester, Kristina	Assistant Principal
Morse, Esther	Teacher, K-12
Corley, Rebekah	Teacher, K-12
Riedel, Kelly	Teacher, K-12
Atkinson-Smith, Sylvia	Teacher, ESE
Harding, Christine	Teacher, K-12
Washburn, Kathy	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

A major initiative for the 2014-2015 school year is the implementation of the Florida Standards and Reading Street as a Core Reading Program. This will involve unpacking the Florida Standards and previewing and reviewing the Reading Street Program with teachers and staff. Additionally, the LLT will assist teachers with the implementation of the 120 minute reading block. A second major initiative will be assisting teachers with planning for differentiation of instruction.
Additionally, priority will be placed on writing support in all content areas. Literacy Team members will provide one-on-one and team support for all teachers.

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

Wilson Elementary promotes and encourages the importance of strong teams. Each grade level/program engages in activities that support the overall needs of all students for that particular grade or program. Teachers and staff participate in the following: PLC's, data analysis, collaborative planning, and social activities. The administration meets a minimum of biweekly with all teams. Additionally, faculty and staff

professional activities support the overall focus of increasing and maintaining high levels of student achievement.

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

Seminole County Public Schools' Human Resources Department recruits highly qualified, certified teachers. Recruitment methods and procedures are based on identified needs. One recruitment strategy is to establish partnerships with State and private colleges and universities. University and college interns and field study students are invited to serve in Seminole. Annually our district participates in many university job fairs and minority and veteran job fairs. The principal and assistant principal utilize the district's resources and personnel when recruiting highly qualified teachers for Wilson Elementary. The Wilson Administration is ultimately responsible for hiring.

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

Wilson Elementary has a school-wide mentor who works with administration to coordinate all mentoring activities on our campus. The school-wide mentor was formally trained by Seminole County Public Schools' New Teacher Facilitator. Prior to the start of school, new teachers spent a day with the school-wide mentor and were given a campus tour and oriented to important school procedures and School Board policies. During the school year, new teachers will meet regularly with the mentor(s). Additionally, Wilson Elementary has a grade level and team structure program. Each team has an identified team leader for their grade level/program. Team Leaders also serve as mentors for beginning teachers. The administration meets with new teachers in small groups or one-on-one to provide assistance and support throughout the school year.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The Core Curricula of Seminole County Public Schools are comprehensive systems employing research-based best practices, rigorous content and instructional materials organized in comprehensive instructional plans.
Delivery models and methods require explicit differentiated instruction to the depth of the Florida Standards.

Instructional Strategies

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

Wilson Elementary utilizes a variety of data sources. Some of these include: Discovery Education (reading and math), Reading Street, Go Math, Scholastic Reading Inventory and KidBiz Reading Assessments. Based on data sources, teacher observations and anecdotal records, MTSS data, and parental input instructional groups are formed in reading and math to support the diverse needs of students. Additionally, based on a student's Tier (1, 2, or 3) specialized support will be provided as recommended by the MTSS Team.

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

Strategy: Before School Program

Minutes added to school year: 3,000

Extended learning opportuniuties are available to assist in moving students toward proficiency. Target students are provided individual and small group instruction in the core content areas (reading, writing, math, and science). These academic activities are engaging and allow opportunities for students to clarify, expand, and extend their learning. Extended learning strategies are provided before, during, and after school. Additionally, select students are also permitted to attend Summer Learning Camp and other remediation and/or enrichment programs.

Strategy Rationale

These strategies are in place to assist in moving low performing students toward targeted goals and standards as well as to provide enrichment opportunities for students demonstrating higher levels of proficiency.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Corley, Rebekah, rebekah_corley@scps.k12.fl.us

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

To monitor progress, ongoing data is collected via weekly skill assignments, chapter and unit tests for Go Math and Pearson Reading Street. Additionally, district required progress monitoring data is collected a minimum of three times a year for reading, math, writing, and science. Major assessments include Discovery Education, Formal Writing Prompts, Scholastic Reading Inventory, and KidBiz.

Strategy: Extended School Day

Minutes added to school year: 3,000

Students are provided additional instructional support for reading and math in a smaller setting.

Strategy Rationale

These strategies are in place to assist in moving low performing students toward targeted goals and standards. Specifically, grade 3 students not meeting proficiency on the standardized reading text make up the target group for summer school.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Lester, Kristina , kristina_lester@scps.k12.fl.us

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

Weekly assessments and Sat 10 data will be utilized to determine which students are eligible to be promoted to grade 4.

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

To assist preschool students with the transition to Kindergarten, Wilson Elementary provides students and parents with the following opportunities: Parent Open House in early February; Parent and Student Tours weekly from late January until mid March; Kindergarten Registration late April; Parent Curriculum Night First Week of August; Open House Thursday prior to the start of school; and Florida Readiness Test administration for all incoming Kindergarteners. Also, students in the Voluntary Pre-K (VPK) Program visit kindergarten classrooms at the end of the school year to learn about what to expect in kindergarten.

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

NA

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

NA

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

NA

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.   All teachers will implement effective teaching instructional strategies that support and are aligned with the Florida Standards.

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. All teachers will implement effective teaching instructional strategies that support and are aligned with the Florida Standards. `1a`

🔍 G053331

Targets Supported `1b`

Indicator	Annual Target
AMO Math - All Students	86.0
AMO Math - Asian	95.0
AMO Math - African American	70.0
AMO Math - ED	75.0
AMO Math - ELL	83.0
AMO Math - Hispanic	79.0
AMO Math - SWD	73.0
AMO Math - White	91.0
Math Gains	75.0
Math Lowest 25% Gains	60.0
AMO Reading - All Students	84.0
AMO Reading - Asian	91.0
AMO Reading - African American	65.0
AMO Reading - ED	71.0
AMO Reading - ELL	67.0
AMO Reading - Hispanic	75.0
AMO Reading - SWD	71.0
AMO Reading - White	92.0
ELA/Reading Gains	85.0
ELA/Reading Lowest 25% Gains	85.0
FCAT 2.0 Science Proficiency	79.0
FAA Writing Proficiency	80.0

Resources Available to Support the Goal `2`

- Highly Qualified Classroom Teachers, ELL, and ESSS Staff.

- Support Staff for Reading, Writing, and Math

- Strong Grade Level Teams With Common Planning Time

- Professional Development Days (Early Release Wednesdays)

- Before, During, and After School Tutorial

- Dividend Support (Classrooms, Media, Rap, and Back Pack Readers)

- Strong Administrative Support

Targeted Barriers to Achieving the Goal `3`

- Need for more indepth training to ensure teacher understanding and implementation of the new Florida Standards.

- Insufficient tutorial funds to support diverse student needs.

Plan to Monitor Progress Toward G1. [8]

Data meetings that focus on the following: Discovery Education, Weekly and Unit Tests for core content area, MTSS Tier Plans and Interventions, ESE Individual Education Plans, 504 Plans, Grades, and the Early Mann Report-EdInsight (Attendance, discipline, etc.)

Person Responsible

Sallie Jenkins

Schedule

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

Evidence of Completion

Data housed in Edinsight (Grades, Attendance, Discovery Education, etc.), Parent/Teacher Conferences, KidBiz and SRI data.

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. All teachers will implement effective teaching instructional strategies that support and are aligned with the Florida Standards. 1

🔍 G053331

G1.B1 Need for more indepth training to ensure teacher understanding and implementation of the new Florida Standards. 2

🔍 B134547

G1.B1.S1 Provide opportunities for Professional Learning Communities and Collaborative Planning, specifically two Wednesdays per month. 4

🔍 S146379

Strategy Rationale

To ensure teachers develop a clear understanding of the Florida standards, assessments, effective teaching practices, and strategies.

Action Step 1 5

Florida Standards training and resources will be provided to all grade level teams (to include web resources).

Person Responsible

Kristina Lester

Schedule

On 4/30/2015

Evidence of Completion

Lesson Plans, PLC Logs, Classroom Walkthroughs, and Observation Data.

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

Teachers will consistently post learning goals and accompanying scales and ensure that learning goals are clearly understood by all students.

Person Responsible

Sallie Jenkins

Schedule

On 4/30/2015

Evidence of Completion

Classroom Walkthroughs, PLC's, Lesson Plans, MTSS Records, and Data Notebooks.

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

All teachers will participate in professional development/PLC's related to the Florida Standards and effective teaching strategies.

Person Responsible

Sallie Jenkins

Schedule

On 4/30/2015

Evidence of Completion

Professional Development Logs, PowerPoints and resources.

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

Teachers and the administration will review school goals, analyze school data (school, grade level, and individual student) to ensure progress towards established targets.

Person Responsible

Kristina Lester

Schedule

Monthly, from 9/30/2014 to 4/30/2015

Evidence of Completion

Data Sources: Discovery Education, SRI, KidBiz, Reading Street, and Go Math.

G1.B1.S2 Provide resources and web tools that support Florida Standards Implementation. 4

S146380

Strategy Rationale

To ensure consistent professional development and critical resources are available all teachers.

Action Step 1 5

Resources will be identified that are aligned with and support the Florida Standards and made available to teachers. These will include currently instructional plans and web resources such as CPalms.

Person Responsible

Rebekah Corley

Schedule

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

Evidence of Completion

PLC's Collaborative Planning Meeting Minutes, Classroom Resources and Materials.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Administrators and teacher leaders will plan and participate in grade level/program PLC's and collaborative meetings that focus specifically on the new Florida Standards

Person Responsible

Kristina Lester

Schedule

On 4/30/2015

Evidence of Completion

Classroom Walkthroughs, Lesson Plans, EdInsight Data Sources.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 `7`

Administrators and teacher leaders will mentor and provide support to grade level teams and individual teachers.

Person Responsible

Sallie Jenkins

Schedule

Biweekly, from 8/25/2014 to 4/30/2015

Evidence of Completion

PLC logs, Collaborative Planning Meeting Notes, Faculty and Team Leader Agendas and Meeting Notes, Faculty Newsletters, and Classroom Walkthrough Feedback.

G1.B2 Insufficient tutorial funds to support diverse student needs. `2`

`B134548`

G1.B2.S1 Support staff, administration, and classroom teachers will provide additional support to below level students. `4`

`S146381`

Strategy Rationale

Students not meeting proficiency standards need remediation, motivation, and support in order to be successful.

Action Step 1 `5`

Students not meeting proficiency will receive additional support during before school tutorial and during the school day.

Person Responsible

Rebekah Corley

Schedule

Weekly, from 9/15/2014 to 4/30/2015

Evidence of Completion

Data Sources: Discovery Education, KidBiz, Scholastic Reading Inventory, Weekly and Unit Assessment, and Tutorial Records.

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

Administration will review progress monitoring data and ensure implementation of Muti-Tiered Systems of Support.

Person Responsible

Sallie Jenkins

Schedule

Biweekly, from 9/15/2014 to 4/30/2015

Evidence of Completion

Data Sources: Discovery Education, Scholastic Reading Inventory, KidBiz, and EdInsight Reports (Interventions, Meetings, Tiers, etc.).

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

Instructional support staff and the administration will meet with grade level teams, parents, and students to assess the effectiveness of current support.

Person Responsible

Esther Morse

Schedule

Biweekly, from 9/15/2014 to 4/30/2015

Evidence of Completion

Data Sources: Progress Monitoring Data, Grades, and Tutorial Records.

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	Florida Standards training and resources will be provided to all grade level teams (to include web resources).	Lester, Kristina	9/2/2014	Lesson Plans, PLC Logs, Classroom Walkthroughs, and Observation Data.	4/30/2015 one-time
G1.B1.S2.A1	Resources will be identified that are aligned with and support the Florida Standards and made available to teachers. These will include currently instructional plans and web resources such as CPalms.	Corley, Rebekah	9/8/2014	PLC's Collaborative Planning Meeting Minutes, Classroom Resources and Materials.	4/30/2015 weekly
G1.B2.S1.A1	Students not meeting proficiency will receive additional support during before school tutorial and during the school day.	Corley, Rebekah	9/15/2014	Data Sources: Discovery Education, KidBiz, Scholastic Reading Inventory, Weekly and Unit Assessment, and Tutorial Records.	4/30/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.MA1	Data meetings that focus on the following: Discovery Education, Weekly and Unit Tests for core content area, MTSS Tier Plans and Interventions, ESE Individual Education Plans, 504 Plans, Grades, and the Early Mann Report-EdInsight (Attendance, discipline, etc.)	Jenkins, Sallie	9/8/2014	Data housed in Edinsight (Grades, Attendance, Discovery Education, etc.), Parent/Teacher Conferences, KidBiz and SRI data.	4/30/2015 weekly
G1.B1.S1.MA1	Teachers and the administration will review school goals, analyze school data (school, grade level, and individual student) to ensure progress towards established targets.	Lester, Kristina	9/30/2014	Data Sources: Discovery Education, SRI, KidBiz, Reading Street, and Go Math.	4/30/2015 monthly
G1.B1.S1.MA1	Teachers will consistently post learning goals and accompanying scales and ensure that learning goals are clearly understood by all students.	Jenkins, Sallie	9/15/2014	Classroom Walkthroughs, PLC's, Lesson Plans, MTSS Records, and Data Notebooks.	4/30/2015 one-time
G1.B1.S1.MA3	All teachers will participate in professional development/PLC's related to the Florida Standards and effective teaching strategies.	Jenkins, Sallie	8/26/2014	Professional Development Logs, PowerPoints and resources.	4/30/2015 one-time
G1.B2.S1.MA1	Instructional support staff and the administration will meet with grade level teams, parents, and students to assess the effectiveness of current support.	Morse, Esther	9/15/2014	Data Sources: Progress Monitoring Data, Grades, and Tutorial Records.	4/30/2015 biweekly
G1.B2.S1.MA1	Administration will review progress monitoring data and ensure implementation of Muti-Tiered Systems of Support.	Jenkins, Sallie	9/15/2014	Data Sources: Discovery Education, Scholastic Reading Inventory, KidBiz, and EdInsight Reports (Interventions, Meetings, Tiers, etc.).	4/30/2015 biweekly
G1.B1.S2.MA1	Administrators and teacher leaders will mentor and provide support to grade level teams and individual teachers.	Jenkins, Sallie	8/25/2014	PLC logs, Collaborative Planning Meeting Notes, Faculty and Team Leader Agendas and Meeting Notes, Faculty Newsletters, and Classroom Walkthrough Feedback.	4/30/2015 biweekly
G1.B1.S2.MA1	Administrators and teacher leaders will plan and participate in grade level/ program PLC's and collaborative meetings that focus specifically on the new Florida Standards	Lester, Kristina	9/15/2014	Classroom Walkthroughs, Lesson Plans, EdInsight Data Sources.	4/30/2015 one-time

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportuntities

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

G1. All teachers will implement effective teaching instructional strategies that support and are aligned with the Florida Standards.

G1.B1 Need for more indepth training to ensure teacher understanding and implementation of the new Florida Standards.

G1.B1.S1 Provide opportunities for Professional Learning Communities and Collaborative Planning, specifically two Wednesdays per month.

PD Opportunity 1

Florida Standards training and resources will be provided to all grade level teams (to include web resources).

Facilitator

Teacher Leaders, Administrators, and District Staff

Participants

All Teachers

Schedule

On 4/30/2015

G1.B1.S2 Provide resources and web tools that support Florida Standards Implementation.

PD Opportunity 1

Resources will be identified that are aligned with and support the Florida Standards and made available to teachers. These will include currently instructional plans and web resources such as CPalms.

Facilitator

Rebekah Corley, Esther Morse, and Teacher Leaders

Participants

Teachers

Schedule

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

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: All teachers will implement effective teaching instructional strategies that support and are aligned with the Florida Standards.	1,300
Grand Total	**1,300**

Goal 1: All teachers will implement effective teaching instructional strategies that support and are aligned with the Florida Standards.		
Description	**Source**	**Total**
B1.S1.A1 - Professional Development Funds	Other	800
B1.S2.A1 - Professional Development Funds	Other	500
Total Goal 1		**1,300**