

A word cloud graphic featuring various terms related to education and community. The words are arranged in a circular pattern, with 'students' and 'school' being the largest. Other prominent words include 'teaching', 'improvement', 'strategic', 'collaborative', 'mission', 'vision', 'goals', 'community', 'family', 'environment', 'instruction', 'needs', 'resources', 'strategies', 'leadership', 'effective', 'ambitious', 'assessment', 'relationships', 'building', 'planning', 'involvement', 'public', 'and', 'career', 'college', 'and', 'problem', 'solving', 'step', 'zero', 'supportive', '8-Step', 'and', 'achievement', 'increased', 'public', 'and', 'mission', 'vision'. The colors used are primarily blue, yellow, orange, and red.

Deerwood Elementary School

3701 MARIGOLD AVE, Kissimmee, FL 34758

www.osceola.k12.fl.us

School Demographics

School Type

Elementary

Title I

Yes

Free/Reduced Price Lunch

84%

Alternative/ESE Center

No

Charter School

No

Minority

87%

School Grades History

Year

2013-14

2012-13

2011-12

2010-11

Grade

C

B

A

A

School Board Approval

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

| DA Category | Region | RED |
|-------------|-------------------|-------------------------------|
| Not In DA | 3 | Ella Thompson |
| Former F | Turnaround Status | |
| No | | |

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Education which inspires all to their highest potential.

Provide the school's vision statement

As a reflective institution, Deerwood reviews and amends our practice regularly to best serve our student population while utilizing input from all stakeholders. We possess high expectations for all students as evident by our academic success that will continue to come to fruition through the dedication and diligence of our students, faculty, and community.

School Environment

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

Students will receive a survey that will provide the school with information about student culture. Results will then be reviewed by staff.

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

The students, parents and teachers will be given a survey where they will be allowed to express how safe and respected they feel and what they suggest can be done by the school to improve that environment.

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

The school is initiating the implementation of a proactive and positive approach to classroom management developed by Dr. Randy Sprick, CHAMPS. Staff will teach desired behaviors throughout the school and reinforce their display.

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

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

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 |
|--------------------------------------------|-------------|-------|
| Students exhibiting two or more indicators | | |

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

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

Deerwood Elementary strives to involve parents in meaningful ways through educational activities and events that will help their child, and our students, reach their highest potential. Parental involvement has been historically limited due to the other demands placed upon our parents/guardians. However, we continually seek to find new, or improved ways of partnering with parents to help our students become successful. Please review our school's PIP for more information regarding parental involvement.

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 a liaison that works directly with our community to build partnerships. The liaison goes out to the community and meets with community/business leaders and works on developing the partnership. The school has also teamed up with the Title One department to develop a stronger relationship and presence with our parents.

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 |
|-----------------|-----------|
| Gesundheit, Ian | Principal |

Duties

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

The Principal guides the MTSS process and delegates tasks/responsibilities to other members of the Problem Solving Team. He serves as an instructional leader advising and modeling effective intervention practices and data monitoring. The Assistant Principal provides support to the Principal, meets with instructional staff, and serves on the Problem Solving Team. Both the Principal and Assistant Principal help guide academic and behavioral MTSS procedures. The Guidance Counselor helps facilitate Behavioral MTSS. She provides resources to the teachers and conducts behavioral interventions in the form of small behaviorally focused groups. She partners with the School Psychologists to ensure that behavioral paperwork is complete. The Reading Coach and Math Coach provide support to the teachers in regards to Academic MTSS. They jointly track student data, and assist teachers with progress monitoring. They provide resources and clarification/support, as needed for the teachers with struggling students. Each teacher is expected to monitor their students' progress and ensure that they are making adequate growth. If a student is not making adequate growth, the teacher is expected to remain in contact with the parents/guardians of the child, track student data utilizing STAR, offer appropriate interventions from a list provided by the administration, and track the effectiveness of those interventions.

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

We utilize, per county recommendation, STAR Enterprise. This program will enable us to track the effectiveness of core instruction, as well as, the impact of specific data-based intervention strategies. This program provides diagnostic information that allows us to focus on the needs of specific students, as well as, specific groups of students. The data collected will drive our core instruction and our MTSS interventions.

Title I, Part A: To ensure students requiring additional remediation are assisted; extended learning opportunities, such as before and/or after school programs, and/or Saturday and/or summer school, are offered. The district coordinates with Title II to ensure staff development needs are provided. Reading and Math Coaches develop and lead programs based on Common Core Standards curriculum/behavior assessment and intervention approaches.

Title I, Part C-Migrant: When migrant children are enrolled at our school, the Title I Migrant Center staff is available to ensure that all migrant students are given a fair and equitable opportunity to achieve a high quality education. They will be contacted to help meet the needs of Migrant students if enrolled at our school. These students will be afforded the same opportunities as all students. The liaison coordinates with Title I and other programs to ensure the student needs are met.

Title I Part D: When neglected and/or delinquent children are enrolled in our school, we will coordinate efforts with the Alt. Programs Department to ensure that all student needs are met. VPK: The district's PreK Department coordinates this program to help students achieve school-readiness before entering Kindergarten.

Title III: The district's PreK Department coordinates this program to help students achieve school-readiness before entering Kindergarten.

Individuals with Disabilities Education Act (IDEA): The benefits of programs used to provide supplemental instruction at Deerwood are discussed with parents when developing an Individual Education Plan (IEP).

Title X: Through our guidance department, families identified as FIT are provided supplies, clothing, and other services as needed. To help eliminate barriers for education the District Homeless Education Liaison works with the school Fit Liaison to help define and protect the rights of homeless students to enroll in, attend, and succeed in our public school. For students identified as homeless under the McKinney-Vento Act, the Liaisons provides health and academic referrals as well as vouchers for resources such as, but not limited to, shoes, transportation, and school physicals.

Title II: Professional activities are facilitated and monitored by DWE resource teachers, as well as, district level professional development staff in relation to increasing parental involvement. Professional Development is provided for PDA+, Math Solutions, and Marzano Research Laboratory. It is also used to focus on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation.

Nutritional Services: We work with Nutritional Services to provide healthy breakfast and lunch programs. Breakfast is free for all students. After school snacks are offered to students who take part in extended learning opportunities.

Violence Prevention Programs: Deerwood uses the school-wide BLAST program and incorporates the Stop Bullying Now program. Students and teachers are reminded of the BLAST guides during morning announcements and posters throughout the school. The Stop Bullying Now program is lead by the Assistant Principal. The Teachers are trained every year on the components of the program.

School Advisory Council (SAC)

Membership

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

| Name | Stakeholder Group |
|----------------|--------------------|
| Ian Gesundheit | Principal |
| Rena Ramdeen | Parent |
| Ria Spearman | Parent |
| Elsa Torres | Parent |
| Juan Texidor | Business/Community |
| Nikki Norvell | Teacher |
| Michelle Isaac | Teacher |
| | Student |

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

A review of the previous years plan was reviewed and a discussion of its success was done. A discussion of the changes in the state assessment was done in order to develop a plan that meets the needs of the change.

Development of this school improvement plan

The SAC Committee provides crucial feedback and suggestions that influence and reform the school improvement plan.

Preparation of the school's annual budget and plan

There is very little flexibility in using school budget.

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

None provided.

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

No

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 |
|-----------------|-----------|
| Gesundheit, Ian | Principal |

Duties

Describe how the LLT promotes literacy within the school

The LLT will work to develop an even stronger culture of reading at Deerwood. It will do this by coordinating family nights focused on literacy and reading. The team will also expand the reading incentives programs to motivate students.

Public and Collaborative Teaching

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

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Grade level instructors will have at least 2 opportunities a month to hold data review meetings. During data meetings, teachers are guided through collaborative planning and for instruction. Teachers are going through a paradigm shift of looking at their rooms individually and more global for grade level.

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

We strive to recruit and and retained highly qualified teachers by partnering with HR, and other county personnel, to ensure that we maintain an excellent staff. The Principal, and Assistant Principal, interview candidates as a team to select individuals that we believe will help our students reach their highest potential.

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

New teachers are partnered with veteran teachers that have exhibited the ability to help students achieve and have a desire to assist those new to the teaching profession excel in facilitating an environment where optimal student learning can transpire. All teachers are required to participate in PLC's where they can collaborate and learn from one another. During these sessions, teams set

academic goals for their students, and, through reviewing the pertinent data, create learning paths to help the students achieve those goals.

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

Core instructional programs are provided by the district. Other curricular materials are reviewed by our leadership team to make sure they are aligned to 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

The entire school is assessed at the beginning of the year in reading and math to obtain baseline data. From baseline data and teacher input, students are grouped in sections of need. Depending on how much support a student may need is how differentiation is developed for each classroom. Students who fall under tier 3 intervention in reading may need a more comprehensive intervention. Their reading group is tailored to provide support the students need in small group instruction and in addition they receive instruction with a research based comprehensive curriculum, i.e. Voyager.

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: 1,600

Extended Learning is offered after school to assist in Math and Reading. For Reading, Treasures Intervention, National Geographic Explorer, and Edmentum are all utilized.

Strategy Rationale

The more support a student receives the higher the likelihood they will close the gap or surpass projected academic growth.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

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

The STAR assessment is given bi-weekly to track student progress.

Strategy: After School Program

Minutes added to school year:

Students who have significant academic deficiencies in reading or math will be provided after school tutoring.

Strategy Rationale

Provide additional support for our students with the most need.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Gesundheit, Ian, gesundhi@osceola.k12.fl.us

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

STAR assessments monthly.

Strategy: After School Program

Minutes added to school year:

Students will stay after school to participate in clubs related to curriculum or arts.

Strategy Rationale

Provide opportunities for enrichment.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Gesundheit, Ian, gesundhi@osceola.k12.fl.us

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

STAR assessments monthly.

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

All Pre-K students participate in "meet the teacher" event in the Spring and take an opportunity to tour the Kindergarten rooms. The Pre-K teacher also takes the student on tours of the 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

Faculty is encouraged to display and share information of the colleges they attended. The school is currently working on developing ways to establish partnerships with local colleges and universities.

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** To increase differentiation in the delivery of classroom instruction.
- G2.** To increase student participation and interaction throughout the instructional day.
- G3.** Our goal is to increase progress monitoring utilizing student data to target our instructional practices.

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. To increase differentiation in the delivery of classroom instruction. 1a

G048593

Targets Supported 1b

| Indicator | Annual Target |
|------------------------------|---------------|
| ELA/Reading Lowest 25% Gains | 80.0 |
| Math Lowest 25% Gains | 80.0 |

Resources Available to Support the Goal 2

- Professional development opportunities, particularly through Math Solutions will be offered by Osceola County. We will also offer PD opportunities here at Deerwood with both staff and consultants offering their expertise. Data gathered by walkthroughs will help the administration determine, and address, specific areas of need as it relates to this goal.
- Train and guide teachers through the process of developing and implementing small groups.

Targeted Barriers to Achieving the Goal 3

- Some teachers wanting to maintain a 'lecture' style of curricular delivery.

Plan to Monitor Progress Toward G1. 8

Frequency of utilization of 'centers,' 'stations,' leveled-readers, and other differentiation strategies/ resources will increase

Person Responsible

Ian Gesundheit


Schedule

Weekly, from 9/1/2014 to 5/8/2015

Evidence of Completion

Frequency documented in iObservation

G2. To increase student participation and interaction throughout the instructional day. 1a

 G048594

Targets Supported 1b

| Indicator | Annual Target |
|-------------------|---------------|
| ELA/Reading Gains | 80.0 |

Resources Available to Support the Goal 2

- A needs assessment revealed that there are currently missed opportunities for student participation and interaction. Teachers will be provided strategies, PD, and opportunities to reflect on their teaching strategies with the intent to increase student participation.

Targeted Barriers to Achieving the Goal 3

- Some teachers have difficulty relinquishing control to the students for their own interactions and learning. The lack of effective classroom management can compound their hesitation.

Plan to Monitor Progress Toward G2. 8

Observe for increased utilization of cooperative learning opportunities

Person Responsible

Ian Gesundheit

Schedule

Weekly, from 9/1/2014 to 5/8/2015

Evidence of Completion

iObservation data

G3. Our goal is to increase progress monitoring utilizing student data to target our instructional practices.

1a

Targets Supported 1b

G048595

| Indicator | Annual Target |
|-------------------|---------------|
| ELA/Reading Gains | 80.0 |
| Math Gains | 80.0 |

Resources Available to Support the Goal 2

- We will utilize STAR Enterprise for data as it related to Math and Reading. Administration will partner with the Leadership Team, as well as, with all classroom teacher to ensure that productive and meaningful data analysis is taking place and influencing instructional practices.

Targeted Barriers to Achieving the Goal 3

- Possible teacher reluctance to reflect on data and core instructional practices.
- The amount of time needed to utilize data in a meaningful way.

Plan to Monitor Progress Toward G3. 8

Attendance and participation at data meetings will continue to improve. Evidence of instructional staff reflecting on and utilizing their data will be evident in their lesson plans and instructional practices which are monitored by the Administration and Leadership Team.

Person Responsible

Ian Gesundheit

Schedule

Monthly, from 9/1/2014 to 5/8/2015

Evidence of Completion

Lesson plans, student grouping, data discussions, and instructional practice

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. To increase differentiation in the delivery of classroom instruction. **1**

 G048593

G1.B1 Some teachers wanting to maintain a 'lecture' style of curricular delivery. **2**

 B121241

G1.B1.S1 Offer on-going professional development, as well as, monitoring its effectiveness, to assist teachers in differentiating their instruction. **4**

 S133202

Strategy Rationale

On going professional development and monitoring set parameters and goals for effective implementation of strategy.

Action Step 1 **5**

A needs-assessment will take place, professional development offered, and the administration will monitor the implementation of various strategies.

Person Responsible

Ian Gesundheit

Schedule

Monthly, from 9/1/2014 to 5/8/2015

Evidence of Completion

The frequency of the implementation of differentiated instructional strategies will increase.

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

Walkthroughs will provide data relating to instructional practices

Person Responsible

Schedule

Weekly, from 9/1/2014 to 5/8/2015

Evidence of Completion

Walkthrough documentation on iObservation

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

The effectiveness of the PD will be monitored through walkthrough observations

Person Responsible

Ian Gesundheit


Schedule

Monthly, from 9/1/2014 to 5/8/2015


Evidence of Completion

Documentation in iObservation


G2. To increase student participation and interaction throughout the instructional day. 1

 G048594

G2.B1 Some teachers have difficulty relinquishing control to the students for their own interactions and learning. The lack of effective classroom management can compound their hesitation. 2

 B121242

G2.B1.S1 Demonstrate, through PD, modeling, and data that cooperative learning can be an effective and engaging instructional strategy. 4

 S133203

Strategy Rationale

By increasing student collaboration we should see an increase in student learning gains.

Action Step 1 5

A needs assessment will be conducted, the data collected will be presented to the staff, opportunities for cooperative learning will be identified, PD offered, and monitoring to assure compliance will continue throughout the year.

Person Responsible

Ian Gesundheit

Schedule

Monthly, from 9/1/2014 to 5/8/2015

Evidence of Completion

Observations made by administration of cooperative learning strategies being implemented

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

On-going walkthroughs to ensure best instructional practices are taking place

Person Responsible

Ian Gesundheit

Schedule

Monthly, from 9/1/2014 to 5/8/2015

Evidence of Completion

Documentation in iObservation

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

Analyzing student data to monitor if best teaching practices were adhered to

Person Responsible

Ian Gesundheit

Schedule

Monthly, from 9/1/2014 to 5/8/2015

Evidence of Completion

STAR Enterprise data

G3. Our goal is to increase progress monitoring utilizing student data to target our instructional practices. 1

 G048595

G3.B1 Possible teacher reluctance to reflect on data and core instructional practices. 2

 B121243

G3.B1.S1 Administration will, as needed, guide the discussions around data to help assist in meaningful analysis. 4

 S133204

Strategy Rationale

The more teacher see the relevance of data analysis to student academic success, the more they will use the process.

Action Step 1 5

Facilitation of data meetings

Person Responsible

Ian Gesundheit

Schedule

Monthly, from 9/1/2014 to 5/8/2015

Evidence of Completion

Meeting attendance and STAR data

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

Administration will partner together to ensure meetings are held with fidelity

Person Responsible

Ian Gesundheit

Schedule

Monthly, from 9/1/2014 to 5/8/2015

Evidence of Completion

STAR Enterprise Data and classroom walkthroughts

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

Survey teachers on their feelings of data and core instructional practices.

Person Responsible

Ian Gesundheit


Schedule

Quarterly, from 9/1/2014 to 5/29/2015


Evidence of Completion

Survey results.

G3.B2 The amount of time needed to utilize data in a meaningful way. 2

 B121244

G3.B2.S1 Provide reports to teachers to minimize the burden of collecting data for our meetings. During meetings, remain on task, focused on student data, and utilize the limited time efficiently. 4

 S133205

Strategy Rationale

Action Step 1 5

See strategy

Person Responsible

Schedule

Evidence of Completion

Attendance at data meetings will remain strong.

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

See strategy

Person Responsible

Schedule

Evidence of Completion

Reports and meeting attendance

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

Person Responsible

Schedule

Evidence of Completion

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 | A needs-assessment will take place, professional development offered, and the administration will monitor the implementation of various strategies. | Gesundheit, Ian | 9/1/2014 | The frequency of the implementation of differentiated instructional strategies will increase. | 5/8/2015 monthly |
| G2.B1.S1.A1 | A needs assessment will be conducted, the data collected will be presented to the staff, opportunities for cooperative learning will be identified, PD offered, and monitoring to assure compliance will continue throughout the year. | Gesundheit, Ian | 9/1/2014 | Observations made by administration of cooperative learning strategies being implemented | 5/8/2015 monthly |
| G3.B1.S1.A1 | Facilitation of data meetings | Gesundheit, Ian | 9/1/2014 | Meeting attendance and STAR data | 5/8/2015 monthly |
| G3.B2.S1.A1 | See strategy | | Attendance at data meetings will remain strong. | once | |
| G1.MA1 | Frequency of utilization of 'centers,' 'stations,' leveled-readers, and other differentiation strategies/resources will increase | Gesundheit, Ian | 9/1/2014 | Frequency documented in iObservation | 5/8/2015 weekly |
| G1.B1.S1.MA1 | The effectiveness of the PD will be monitored through walkthrough observations | Gesundheit, Ian | 9/1/2014 | Documentation in iObservation | 5/8/2015 monthly |
| G1.B1.S1.MA1 | Walkthroughs will provide data relating to instructional practices | | 9/1/2014 | Walkthrough documentation on iObservation | 5/8/2015 weekly |
| G2.MA1 | Observe for increased utilization of cooperative learning opportunities | Gesundheit, Ian | 9/1/2014 | iObservation data | 5/8/2015 weekly |
| G2.B1.S1.MA1 | Analyzing student data to monitor if best teaching practices were adhered to | Gesundheit, Ian | 9/1/2014 | STAR Enterprise data | 5/8/2015 monthly |
| G2.B1.S1.MA1 | On-going walkthroughs to ensure best instructional practices are taking place | Gesundheit, Ian | 9/1/2014 | Documentation in iObservation | 5/8/2015 monthly |
| G3.MA1 | Attendance and participation at data meetings will continue to improve. Evidence of instructional staff reflecting on and utilizing their data will be evident in their lesson plans and instructional practices which are monitored by the Administration and Leadership Team. | Gesundheit, Ian | 9/1/2014 | Lesson plans, student grouping, data discussions, and instructional practice | 5/8/2015 monthly |
| G3.B1.S1.MA1 | Survey teachers on their feelings of data and core instructional practices. | Gesundheit, Ian | 9/1/2014 | Survey results. | 5/29/2015 quarterly |
| G3.B1.S1.MA1 | Administration will partner together to ensure meetings are held with fidelity | Gesundheit, Ian | 9/1/2014 | STAR Enterprise Data and classroom walkthroughs | 5/8/2015 monthly |
| G3.B2.S1.MA1 | [no content entered] | | | once | |
| G3.B2.S1.MA1 | See strategy | | Reports and meeting attendance | once | |

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. To increase differentiation in the delivery of classroom instruction.

G1.B1 Some teachers wanting to maintain a 'lecture' style of curricular delivery.

G1.B1.S1 Offer on-going professional development, as well as, monitoring its effectiveness, to assist teachers in differentiating their instruction.

PD Opportunity 1

A needs-assessment will take place, professional development offered, and the administration will monitor the implementation of various strategies.

Facilitator

Ian Gesundheit, Joann Dorries, Kim Johnston and Donna Mescall.

Participants

Faculty

Schedule

Monthly, from 9/1/2014 to 5/8/2015

G2. To increase student participation and interaction throughout the instructional day.

G2.B1 Some teachers have difficulty relinquishing control to the students for their own interactions and learning. The lack of effective classroom management can compound their hesitation.

G2.B1.S1 Demonstrate, through PD, modeling, and data that cooperative learning can be an effective and engaging instructional strategy.

PD Opportunity 1

A needs assessment will be conducted, the data collected will be presented to the staff, opportunities for cooperative learning will be identified, PD offered, and monitoring to assure compliance will continue throughout the year.

Facilitator

Donna Mescall and Kim Johnston.

Participants

Faculty.

Schedule

Monthly, from 9/1/2014 to 5/8/2015

Technical Assistance Items

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

Budget Rollup

Summary

| Description | Total |
|-------------|-------|
| Grand Total | 0 |