

# FLORIDA DEPARTMENT OF EDUCATION 2013-2014 SCHOOL IMPROVEMENT PLAN



**Pam Stewart, Commissioner**  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, FL 32399

**School:** 0482 - Wards Creek Elementary School  
**District:** 55 - St. Johns  
**Principal:** Edie Jarrell  
**SAC Chair:** Lisa Bielefeldt  
**Superintendent:** Dr. Joseph G Joyner  
**School Board Approval Date:** 10/15/2013  
**Last Modified on:** 10/28/2013

<b>Address:</b>	<u>Physical</u>	<u>Mailing</u>
	6555 STATE ROAD 16 St Augustine, FL 32092	6555 STATE ROAD 16 St Augustine, FL 32092
<b>Phone Number:</b>	904-547-8730	
<b>Web Address:</b>	<a href="http://www-wce.stjohns.k12.fl.us/">http://www-wce.stjohns.k12.fl.us/</a>	
<b>Email Address:</b>		

<b>School Type:</b>	Elementary School			
<b>Alternative:</b>	No			
<b>Charter:</b>	No			
<b>Title I:</b>	No			
<b>Free/Reduced Lunch:</b>	17%			
<b>Minority:</b>	18%			
<b>School Grade History:</b>	<u>2012-13</u> B	<u>2011-12</u> A	<u>2010-11</u> A	<u>2009-10</u> A

### NOTE

Sections marked N/A in the online application have been excluded from this document.  
 For privacy reasons, data representing fewer than 10 students or teachers have been excluded from this document

<b>Current School Status</b>	
<b>School Information</b>	
<b>School-Level Information</b>	
<b>School</b> Wards Creek Elementary School	
<b>Principal's name</b> Edie Jarrell	
<b>School Advisory Council chair's name</b> Lisa Bielefeldt	
<b>Names and position titles of the School-Based Leadership Team (SBLT)</b>	
<b>Name</b>	<b>Title</b>
Edie Jarrell	Principal
Kevin Klein	Assistant Principal
Andrea Adams	Instructional Literacy Coach
Lisa Bielefeldt	SAC Chair
Jenna Miller	ESE Team Leader
Samantha Fisher	Kindergarten Team Leader
Nicole Miller	First Grade Team Leader
Rob Simpson	Second Grade Team Leader
Traycee Klein	Third Grade Team Leader
Gretchen Sting	Fourth Grade Team Leader
Heather Clubb	Fifth Grade Team Leader
Nicole Morrill	Related Arts Team Leader
Andrea Janssen	Support Staff Team Leader
<b>District-Level Information</b>	
<b>District</b> St. Johns	
<b>Superintendent's name</b> Dr. Joseph G Joyner	
<b>Date of school board approval of SIP</b> 10/15/2013	
<b>School Advisory Council (SAC)</b>	
This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b). This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).	
<b>Describe the membership of the SAC including position titles</b>	
Lisa Bielefeldt, SAC Co-Chair; Edie Jarrell, Administrator, Heather Clubb, Faculty; Dana Smith, Faculty; Veronica Fuata, Faculty; Christina King; Support Personnel, Shelby Heinemann, SAC Co-Chair; Tim Klein, Business Partner, Chris Adamec, Business Partner; Teresa Lloyd, Parent; Tammy Stewart, PTO Liaison; Patricia Maxham, Chamane Williams, Parent; Stacy Farrell, Parent; Christine Beringer, Parent	
<b>Describe the involvement of the SAC in the development of this school improvement plan</b>	
The SIP will be written with the participation of SAC members in conjunction with the school leadership team.. This team will determine appropriate school goals based on the disaggregation of current data.	
<b>Describe the activities of the SAC for the upcoming school year</b>	

<p>SAC will oversee the implementation of the SIP and provide all stakeholders with the opportunity to assess school needs and provide input for school-wide improvements. The team will assist in preparation and review of the school's budget.</p>		
<p><b>Describe the projected use of school improvement funds and include the amount allocated to each project</b>                  Funds will be allocated to support the transition to Common Core State Standards, through the purchase of supplemental materials.</p>		
<p><b>Verify that your school is in compliance with Section 1001.452, F.S., regarding the establishment duties of the School Advisory Council by selecting one of the boxes below</b>                  In Compliance</p>		
<p><b>If no, describe the measures being taken to comply with SAC requirements</b></p>		
<p><b>Highly Qualified Staff</b>                  This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).                  This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).</p>		
<p><b>Administrators</b></p>		
<p><b># Administrators</b> 2</p>		
<p><b># Receiving Effective rating or higher</b> (not entered because basis is &lt; 10)</p>		
<p><b>Administrator Information:</b></p>		
<p><b>Edie Jarrell</b></p>		
Principal	Years as Administrator: 11	Years at Current School: 2
<b>Credentials</b>	BA-Education K-12; M.Ed. Leadership K-12; M.S Information Studies K-12 School Principal K-12	
<b>Performance Record</b>	1981-2008 - Hogan-Spring Glen Elementary - Duval County 2008 - 2011 - Cunningham Creek Elementary - St. Johns 2011 - currently - Wards Creek Elementary - St. Johns	

<b>Kevin Klein</b>		
Asst Principal	Years as Administrator: 12	Years at Current School: 1
<b>Credentials</b>	B.A. in Psychology, M.S. In Education with emphasis in Guidance and Counseling, M. Ed in Education with emphasis in Educational Leadership	
<b>Performance Record</b>	2002-2003 DeSoto Co., 2003-2006 Switzerland Pt. Middle; 2006-2008, Cunningham Creek Elem., 2008-2010 Student Services, 2010-2013, Osceola Elementary 2013 - currently, Wards Creek Elementary	
<b>Instructional Coaches</b>		
# Instructional Coaches 1		
# Receiving Effective rating or higher (not entered because basis is < 10)		
<b>Instructional Coach Information:</b>		
<b>Andrea Adams</b>		
Full-time / School-based	Years as Coach: 5	Years at Current School: 2
<b>Areas</b>	Reading/Literacy, Mathematics, Science, Data, RtI/MTSS	
<b>Credentials</b>	BA. Education M.Ed Leadership	
<b>Performance Record</b>		
<b>Classroom Teachers</b>		
# of classroom teachers 56		
# receiving effective rating or higher 56, 100%		
# Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23) 80%		
# certified in-field, pursuant to Section 1012.2315(2), F.S. 50, 89%		
# ESOL endorsed 37, 66%		
# reading endorsed 7, 13%		
# with advanced degrees 19, 34%		
# National Board Certified 2, 4%		
# first-year teachers 0, 0%		
# with 1-5 years of experience 26, 46%		
# with 6-14 years of experience 19, 34%		
# with 15 or more years of experience 11, 20%		

<b>Education Paraprofessionals, pursuant to s. 1012.01(2)(e)</b>
<b># of paraprofessionals</b> 9
<b># Highly Qualified, as defined in 20 U.S.C. § 6319(c)</b> 9, 100%
<b>Other Instructional Personnel</b>
<b># of instructional personnel not captured in Administrators, Instructional Coaches, Classroom Teachers or Education Paraprofessionals</b> 1
<b># receiving effective rating or higher</b> (not entered because basis is < 10)
<p><b>Teacher Recruitment and Retention Strategies</b>                  This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).                  This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).</p>
<p><b>Describe your school's strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school; include the person responsible.</b>                  Our school district utilizes the PATS employment system which provides information, including the Gallup Teacher Insight to assist us in the screening of our applicants. Our interview team consists of administrators and teachers.</p>
<p><b>Teacher Mentoring Program/Plan</b>                  This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).                  This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).</p>
<p><b>Describe your school's teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities</b>                  Our mentor program ensures an effective transition to our school. Mentors guide the process of assimilating new staff into the school culture, answer questions, assist in problem solving, and train incoming staff in The 7 Habits of Highly Effective People. Mentors meet regularly with their mentees to collaborate on best practice.</p>
<p><b>Multi-Tiered System of Supports (MTSS) / Response to Instruction/Intervention (RtI)</b>                  This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).                  This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).</p>
<p><b>Describe your school's data-based problem-solving processes for the implementation and monitoring of your MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs</b>                  At Wards Creek Elementary, we use the 4-step problem-solving model: Step 1, define, in objective and measurable terms the goal(s) to be attained, Step 2, identify possible reasons why the desired goal(s) is not being attained. Step 3, develop and implement a well-supported plan involving evidence-based strategies to attain the goal(s) Step 4, evaluate the effectiveness of the plan in relation to stated goal.                  Weekly our school has a MTSS core team that has an agenda that discusses SIP goals, core instruction, resource allocation, teacher support systems, and small group needs. Then, our school holds weekly MTSS meetings to discuss individual student needs for those students not meeting grade level proficiency.</p>

**What is the function and responsibility of each school-based leadership team member as related to the school's MTSS and the SIP?**

Principal – Edie Jarrell

Assistant Principal - Kevin Klein

MTSS Facilitator - Andrea Adams

Instructional Literacy Coach - Andrea Adams

Guidance Counselor - Leanne Adolf

School Psychologist - Anna Martin

Behavior Specialist - Darren Tagliarini

Speech/Language Pathologist - Lynn Votaw

Responsibilities

- Member of core team
- Attends core meetings
- Attends RtI review meetings with teacher
- Helps develop Tier II and Tier III academic and behavior plans
- Develops agenda for MTSS meetings
- Responsible for gathering attendance data
- Responsible for gathering behavior data
- Graphs students' progress monitoring data
- Participates in gap analysis
- Makes the MTSS team aware of health/medical conditions that may impact learning
- Takes minutes during the meeting
- Provides the minutes of the meetings to all MTSS members in a timely fashion
- Files paperwork for RtI students into the RtI folder
- Updates data into the RtI digital database
- Schedules meetings to review RtI plans with teachers
- Performs speech and language screenings
- Performs vision and hearing screenings
- Sends home referrals based on vision and hearing needs
- Refers students/parents to appropriate community resources
- Participates in parent conferences
- Performs classroom observations
- Develops progress monitoring probes
- Reviews school wide progress monitoring information
- Conducts guidance lessons based on specific areas of need
- Provides training to staff/teachers on RtI procedures, progress monitoring and related interventions
- Finalizes RtI referral packet and submits to LEA

**Describe the systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP**

- MTSS core team meets weekly
- The MTSS core team systematically evaluates the school infrastructure, scheduling, personnel and curriculum resources, staff development and procedures.
- Implements MTSS as a school-wide method of raising student achievement outcomes through data review and problem-solving.
- The MTSS core team plans, implements and monitors the progress of school improvement goals.

**Describe the data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement (e.g., behavior, attendance)**

Baseline data:

Reading and Math – FCAT

Reading – FAIR

Reading, Math, Science – Discovery Education Assessments  
 Writing – Writing Prompts  
 Behavior – Daily behavior charts, ABC data, referrals  
 Attendance – List of students missing 3, 5, or 10 days  
 Midyear data:  
 Reading and Math – FCAT  
 Reading – FAIR  
 Reading, Math, Science – Discovery Education Assessments  
 Writing – Writing Prompts  
 Behavior – Daily behavior charts, ABC data, referrals  
 Attendance – List of students missing 3, 5, or 10 days  
 End of year data:  
 Reading and Math – FCAT  
 Reading – FAIR  
 Reading, Math, Science – Discovery Education Assessments  
 Writing – Writing Prompts  
 Behavior – Daily behavior charts, ABC data  
 Attendance – List of students missing 3, 5, or 10 days

**Describe the plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents**

The school-based leadership team received training on MTSS on August 5, 2013. Our team will receive additional monthly virtual meetings and face to face meetings monthly. Professional Development on MTSS will be conducted for the staff during pre-planning for the 2013-2014 school year.

**Literacy Leadership Team (LLT)**

**Names and position titles of the members of the school-based LLT**

<b>Name</b>	<b>Title</b>
Andrea Adams	Instructional Literacy Coach
Edie Jarrell	Principal
Kevin Klein	Assistant Principal/LEA
Anna Martin	School Psychologist
Leanne Adolf	Guidance Counselor
Darren Tagliarini	Behavior Specialist
Lynn Votaw	Speech and Language Pathologist
Jenna Miller	ESE Specialist

**Describe how the school-based LLT functions (e.g., meeting processes, roles, functions)**

- Provides vision for both academic and behavioral success.
- Plans, implements and monitors the progress of school improvement.
- Implements Multi-Tiered System of Supports as a school-wide method of raising student achievement outcomes through data review and problem-solving.
- Systematically evaluates the school infrastructure, scheduling, personnel and curriculum resources, staff development and procedures.
- Meeting frequency – weekly

The LLT establishes a common vision for the use of data-based decision making to ensure that all stakeholders are correctly implementing RtI procedures and best practices, conducting appropriate assessments of skills and providing necessary support to ensure effective instruction and maximum learning. The LLT communicates with all appropriate stakeholders individual RtI plans, student

progress and comparison data. The team also communicates, models, and evaluates strategies for successful implementation research-based best practices. The team provides information about core instruction, participates in data collection, delivers instruction and interventions, collaborates with staff and stakeholders to ensure effectiveness and supports stakeholders with materials, instruction, training, and resources.

As a team the LLT will meet weekly to analyze data from STAR, Discovery Ed., FAIR, Writing Prompts, student grades, attendance records, behavioral checklists, and standardized test results to discuss specific student needs, and progress or lack thereof. Specific goals will be established for students performing below standards. The progress will be further monitored at future meetings and each six weeks during assessment windows.

**What will be the major initiatives of the LLT this year?**

To increase the number of students reaching mastery and exceeding district/state standards.

To continue the high performance of our students who are proficient and are meeting or exceeding standards.

To increase the number of students in grades in 4-5 making adequate learning gains in reading.

**Preschool Transition**

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Describe strategies for assisting preschool children in transition from early childhood programs to local elementary school programs, as applicable**

Our school invites PreSchool students to visit Kindergarten classrooms during the last quarter of the year. As Preschool students enroll for Kindergarten, they are given a screener to help build heterogeneous classes. We work with outside agencies, such as Episcopal services, ChildFind, FDLRS, and VPK to build the bridge from Preschool to Kindergarten. During the first week of school, our PTO holds a Tissue and Tea breakfast to share opportunities and information with parents of new Kindergarteners.

**Expected Improvements**

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Area 1: Reading**

**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	83%	75%	No	84%
American Indian				
Asian	79%	67%	No	81%
Black/African American	76%	82%	Yes	78%
Hispanic	83%	73%	No	85%
White	83%	76%	No	84%
English language learners				
Students with disabilities	59%	30%	No	63%
Economically disadvantaged	61%	70%	Yes	65%



<b>Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)</b>			
	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Students scoring at Achievement Level 3	89	24%	26%
Students scoring at or above Achievement Level 4	197	53%	55%
<b>Florida Alternate Assessment (FAA)</b>			
	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		25%
Students scoring at or above Level 7			
<b>Learning Gains</b>			
	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Students making learning gains (FCAT 2.0 and FAA)	139	61%	65%
Students in lowest 25% making learning gains (FCAT 2.0)	17	39%	50%
<b>Comprehensive English Language Learning Assessment (CELLA)</b>			
	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	10	77%	80%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		50%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		35%
<b>Area 2: Writing</b>			
	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	72	60%	70%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			
<b>Area 3: Mathematics</b>			
<b>Elementary and Middle School Mathematics</b>			

<b>Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA</b>				
<b>Group</b>	<b>2013 Target %</b>	<b>2013 Actual %</b>	<b>Target Met?</b>	<b>2014 Target %</b>
All Students	79%	75%	No	81%
American Indian				
Asian	93%	75%	No	94%
Black/African American	64%	73%	Yes	68%
Hispanic	81%	68%	No	83%
White	80%	75%	No	82%
English language learners				
Students with disabilities	55%	33%	No	60%
Economically disadvantaged	64%	58%	No	68%
<b>Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)</b>				
		<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Students scoring at Achievement Level 3		131	35%	36%
Students scoring at or above Achievement Level 4		154	41%	45%
<b>Florida Alternate Assessment (FAA)</b>				
		<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Students scoring at Levels 4, 5, and 6		<i>[data excluded for privacy reasons]</i>		25%
Students scoring at or above Level 7				
<b>Learning Gains</b>				
		<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Learning Gains		126	55%	62%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		22	58%	60%
<b>Area 4: Science</b>				
<b>Elementary School Science</b>				
<b>Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)</b>				
		<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Students scoring at Achievement Level 3		46	36%	37%
Students scoring at or above Achievement Level 4		56	44%	45%
<b>Florida Alternate Assessment (FAA)</b>				
		<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Students scoring at Levels 4, 5, and 6		<i>[data excluded for privacy reasons]</i>		50%
Students scoring at or above Level 7				
<b>Area 8: Early Warning Systems</b>				

**Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	6	1%	1%
Students retained, pursuant to s. 1008.25, F.S.	16	2%	1%
Students who are not proficient in reading by third grade	31	4%	2%
Students who receive two or more behavior referrals	3	0%	0%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	4	1%	0%

**Area 9: Parent Involvement**

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Describe parental involvement targets for your school**

Our parental involvement targets include training and involving our parents in the total school program. We aim to have parents involved in PTO, SAC, and other voluntary opportunities. We strive to have 10 hours of volunteerism for each student, approximately 8000 hours per year.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
Meet 5-STAR criteria	1	100%	100%
Training in curriculum, testing, and volunteerism	240	30%	40%
room parent for each classroom	43	100%	100%

**Area 10: Additional Targets****Description of additional targets**

We will continue to integrate the Character Counts! Initiative with The 7 Habits of Happy Children to maintain our positive and effective school culture as a Leader in Me School working toward Lighthouse status.

**Specific Additional Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
Faculty/Staff members trained in 7 Habits	60	75%	90%
All classrooms have mission statement	30	75%	100%

**Goals Summary**

**Goal #1:**

Wards Creek will increase the number of students making learning gains in reading by focusing on differentiated instruction.

**Goal #2:**

Wards Creek will increase the number of students making learning gains and showing grade level proficiency in reading and math through data driven instruction.

**Goal #3:**

Wards Creek will increase the number of students proficient in reading, writing, and math by focusing on high yield instructional strategies.

**Goals Detail**

**Goal #1: Wards Creek will increase the number of students making learning gains in reading by focusing on differentiated instruction.**

- Targets Supported**
- Reading - AMO's
  - Reading - FCAT2.0
  - Reading - Learning Gains

- Resources Available to Support the Goal**
- Research based intervention strategies and materials

- Targeted Barriers to Achieving the Goal**
- Working to meet grade level expectations while closing learning gaps.
  - Scheduling and time constraints

**Plan to Monitor Progress Toward the Goal**

**Action:**  
review of student data at WOW trainings

**Person or Persons Responsible:**  
administrative staff and classroom teachers

**Target Dates or Schedule:**  
weekly during WOW training sessions

**Evidence of Completion:**  
data review for evidence of student growth and proficiency

**Goal #2: Wards Creek will increase the number of students making learning gains and showing grade level proficiency in reading and math through data driven instruction.**

- Targets Supported**
- Reading - AMO's
  - Reading - FCAT2.0
  - Reading - FAA
  - Reading - Learning Gains
  - Reading - CELLA
  - Math - Elementary and Middle School
  - Math - Elementary and Middle AMO's
  - Math - Elementary and Middle FCAT 2.0
  - Math - Elementary and Middle FAA
  - Math - Elementary and Middle Learning Gains

**Resources Available to Support the Goal**

- District Formative Assessments (DFA); Independent Reading Level Assessment (IRLA); Discovery Ed; Renaissance Place-STAR and AR/AM; teacher-developed assessments

**Targeted Barriers to Achieving the Goal**

- students' proficiency with technology needed for online assessments
- teachers' proficiency with using and understanding available data

**Plan to Monitor Progress Toward the Goal**

**Action:**  
student growth and proficiency

**Person or Persons Responsible:**  
teachers

**Target Dates or Schedule:**  
following assessment calendar

**Evidence of Completion:**  
data review for evidence of student growth and proficiency

**Goal #3: Wards Creek will increase the number of students proficient in reading, writing, and math by focusing on high yield instructional strategies.**

- Targets Supported**
- Reading - AMO's
  - Reading - FCAT2.0
  - Reading - FAA
  - Writing
  - Math - Elementary and Middle AMO's
  - Math - Elementary and Middle FCAT 2.0
  - Math - Elementary and Middle FAA

**Resources Available to Support the Goal**

- Professional Development - High Yield Strategies
- Classroom Coaching
- iObservation process supporting Marzano's research on High-Yield Strategies

**Targeted Barriers to Achieving the Goal**

- Transition to new curriculum maps

**Plan to Monitor Progress Toward the Goal**

**Action:**

high-yield strategies in classroom instruction

**Person or Persons Responsible:**

Teachers, Administrators, ILC

**Target Dates or Schedule:**

ongoing through classroom observations

**Evidence of Completion:**

data review for evidence of student growth and proficiency

**Action Plan for Improvement**

**Goal #1:**

Wards Creek will increase the number of students making learning gains in reading by focusing on differentiated instruction.

**Barrier #1:**

Working to meet grade level expectations while closing learning gaps.

**Strategy #1 to Overcome the Barrier**

Implementation of the workshop model framework to provide the opportunity for whole group, small group, and individual instructional time, as well as leveled materials and multi-modality learning tasks.

**Step #1 to Implement Strategy #1 - PD Opportunity**

**Action:**

workshop model of instruction

**Person or Persons Responsible:**

teachers

**Target Dates or Schedule:**

daily during academic blocks

**Evidence of Completion:**

data review for evidence of student growth and proficiency

**Facilitator:**

administrative team

**Participants:**

teachers

**Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #1**

**Action:**

classroom walkthroughs

**Person or Persons Responsible:**

administrative team

**Target Dates or Schedule:**

daily throughout the year

**Evidence of Completion**

feedback from iObservation protocols

**Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #1**

**Action:**

student proficiency and growth through data collected in Student Leadership Notebooks

**Person or Persons Responsible:**

students measured by teachers

**Target Dates or Schedule:**

ongoing throughout the year

**Evidence of Completion:**

Student Leadership Notebooks

<b>Goal #1:</b>	Wards Creek will increase the number of students making learning gains in reading by focusing on differentiated instruction.
<b>Barrier #2:</b>	Scheduling and time constraints
<b>Strategy #1 to Overcome the Barrier</b>	MAGIC - Multi-Ability Grouping in Classrooms - 30 minute daily school-wide intervention block with students flexibly grouped according to specific learning needs.

**Step #1 to Implement Strategy #1 - Budget Item - PD Opportunity**

**Action:**

MAGIC - Multi-Ability Grouping in Classrooms - 30 minute daily school-wide intervention block

**Person or Persons Responsible:**

all students flexibly grouped according to specific learning needs

**Target Dates or Schedule:**

daily from 8:45 - 9:15

**Evidence of Completion:**

data review for evidence of student growth and proficiency

**Facilitator:**

Administrative team

**Participants:**

teachers

**Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #2 to Goal #1**

**Action:**

intervention block

**Person or Persons Responsible:**

administrative team

**Target Dates or Schedule:**

weekly during intervention block

**Evidence of Completion**

feedback from walkthroughs

**Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #2 to Goal #1**

**Action:**

student proficiency and growth data from ongoing progress-monitoring assessments - DFAs, DE, teacher-made assessments

**Person or Persons Responsible:**

all students tested by classroom teachers

**Target Dates or Schedule:**

ongoing, following assessment calendar

**Evidence of Completion:**

data review for evidence of student growth and proficiency

<b>Goal #2:</b>	Wards Creek will increase the number of students making learning gains and showing grade level proficiency in reading and math through data driven instruction.
<b>Barrier #2:</b>	students' proficiency with technology needed for online assessments
<b>Strategy #1 to Overcome the Barrier</b>	provide technology instruction as a part of the Related Arts rotation schedule

**Step #1 to Implement Strategy #1 - Budget Item**

**Action:**

Technology instruction

**Person or Persons Responsible:**

Computer teacher

**Target Dates or Schedule:**

daily during Related Arts rotations

**Evidence of Completion:**

school-wide schedule calendar

**Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #2 to Goal #2**

**Action:**

walkthroughs

**Person or Persons Responsible:**

administrative team

**Target Dates or Schedule:**

ongoing throughout the school year

**Evidence of Completion**

classroom walkthrough feedback through iObservation protocols



**Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #2 to Goal #2**

**Action:**

student proficiency in the use of technology

**Person or Persons Responsible:**

students measured by teachers' observations

**Target Dates or Schedule:**

ongoing throughout the school year

**Evidence of Completion:**

data review for evidence of student growth and proficiency

**Goal #2:** Wards Creek will increase the number of students making learning gains and showing grade level proficiency in reading and math through data driven instruction.

**Barrier #3:** teachers' proficiency with using and understanding available data

**Strategy #1 to Overcome the Barrier** Professional development for teachers in the area of understanding and using available data

**Step #1 to Implement Strategy #1 - PD Opportunity**

**Action:**

professional development in the area of understanding and using data

**Person or Persons Responsible:**

teachers trained by district and school administrators

**Target Dates or Schedule:**

Professional Development Wednesdays and weekly WOW training sessions

**Evidence of Completion:**

teacher data notebooks and data review for evidence of student growth and proficiency

**Facilitator:**

School administrative team and District curriculum team

**Participants:**

teachers

**Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #3 to Goal #2**

**Action:**

teacher data notebooks and student performance tracker

**Person or Persons Responsible:**

administrative team

**Target Dates or Schedule:**

quarterly data chats

**Evidence of Completion**

data review for evidence of student growth and proficiency

**Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #3 to Goal #2**

**Action:**

data conversations

**Person or Persons Responsible:**

teachers and administrative team

**Target Dates or Schedule:**

WOW Wednesday training sessions

**Evidence of Completion:**

data review for evidence of student growth and proficiency

<b>Goal #3:</b>	Wards Creek will increase the number of students proficient in reading, writing, and math by focusing on high yield instructional strategies.
<b>Barrier #1:</b>	Transition to new curriculum maps
<b>Strategy #1 to Overcome the Barrier</b>	Follow District Curriculum Map and use Formative Assessments to focus on critical standards

**Step #1 to Implement Strategy #1 - PD Opportunity**

**Action:**

Curriculum Maps and Formative Assessments

**Person or Persons Responsible:**

Teachers

**Target Dates or Schedule:**

Daily

**Evidence of Completion:**

data review for evidence of student growth and proficiency

**Facilitator:**

Instructional Literacy Coach Principal Assistant Principal

**Participants:**

Teachers

**Plan to Monitor Fidelity of Implementation of Strategy #1 for Overcoming Barrier #1 to Goal #3**

**Action:**

Use of High-Yield strategies during daily instruction

**Person or Persons Responsible:**

Instructional Literacy Coach

**Target Dates or Schedule:**

Classroom coaching and peer observations

**Evidence of Completion**

feedback and observational documentation

**Plan to Monitor Effectiveness of Strategy #1 for Overcoming Barrier #1 to Goal #3**

**Action:**

High-Yield Strategies in classroom instruction

**Person or Persons Responsible:**

Principal and Assistant Principal

**Target Dates or Schedule:**

Walkthroughs and Observations

**Evidence of Completion:**

Documentation on iObservation protocols

**Coordination and Integration**

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Describe how federal, state, and local funds, services, and programs will be coordinated and integrated in the school. Include Title I, Part A; Title I, Part C Migrant; Title I, Part D; Title II; Title III; Title VI, Part B; Title X Homeless; Supplemental Academic Instruction (SAI); violence prevention programs; nutrition programs; housing programs; Head Start; adult education; CTE; and job training, as applicable to your school**

We use Title II monies for Professional Development. We use SAI monies for supplemental intervention materials and personnel to work with our lowest quartile.

**Professional Development**

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

**Goal #1:** Wards Creek will increase the number of students making learning gains in reading by focusing on differentiated instruction.

**Barrier #1:** Working to meet grade level expectations while closing learning gaps.

**Strategy #1:** Implementation of the workshop model framework to provide the opportunity for whole group, small group, and individual instructional time, as well as leveled materials and multi-modality learning tasks.

**Action Step #1:** workshop model of instruction

**Facilitator leader**

administrative team

**Participants**

teachers

**Target dates or schedule**

daily during academic blocks

**Evidence of Completion and Person Responsible for Monitoring**

data review for evidence of student growth and proficiency

(Person Responsible: teachers)

**Barrier #2:** Scheduling and time constraints

**Strategy #1:** MAGIC - Multi-Ability Grouping in Classrooms - 30 minute daily school-wide intervention block with students flexibly grouped according to specific learning needs.

**Action Step #1:** MAGIC - Multi-Ability Grouping in Classrooms - 30 minute daily school-wide intervention block

**Facilitator leader**

Administrative team

**Participants**

teachers

**Target dates or schedule**

daily from 8:45 - 9:15

**Evidence of Completion and Person Responsible for Monitoring**

data review for evidence of student growth and proficiency

(Person Responsible: all students flexibly grouped according to specific learning needs)

**Goal #2:** Wards Creek will increase the number of students making learning gains and showing grade level proficiency in reading and math through data driven instruction.

**Barrier #3:** teachers' proficiency with using and understanding available data

**Strategy #1:** Professional development for teachers in the area of understanding and using available data

**Action Step #1:** professional development in the area of understanding and using data

**Facilitator leader**

School administrative team and District curriculum team

**Participants**

teachers

**Target dates or schedule**

Professional Development Wednesdays and weekly WOW training sessions

**Evidence of Completion and Person Responsible for Monitoring**

teacher data notebooks and data review for evidence of student growth and proficiency

(Person Responsible: teachers trained by district and school administrators)

**Goal #3:** Wards Creek will increase the number of students proficient in reading, writing, and math by focusing on high yield instructional strategies.

**Barrier #1:** Transition to new curriculum maps

**Strategy #1:** Follow District Curriculum Map and use Formative Assessments to focus on critical standards

**Action Step #1:** Curriculum Maps and Formative Assessments

**Facilitator leader**

Instructional Literacy Coach Principal Assistant Principal

**Participants**

Teachers

**Target dates or schedule**

Daily

**Evidence of Completion and Person Responsible for Monitoring**

data review for evidence of student growth and proficiency

(Person Responsible: Teachers)

**Budget**

**Budget Summary by Goal**

Goal	Description	Total
Goal #1	Wards Creek will increase the number of students making learning gains in reading by focusing on differentiated instruction.	\$5,000
Goal #2	Wards Creek will increase the number of students making learning gains and showing grade level proficiency in reading and math through data driven instruction.	\$20,000
	Total	\$25,000

**Budget Summary by Resource Type and Funding Source**

Resource Type	Evidence-Based Materials	Technology	Total
SAI	\$5,000	\$0	\$5,000
PTO	\$0	\$20,000	\$20,000
Total	\$5,000	\$20,000	\$25,000

**Budget Detail**

**Goal #1:** Wards Creek will increase the number of students making learning gains in reading by focusing on differentiated instruction.

**Barrier #2:** Scheduling and time constraints

**Strategy #1:** MAGIC - Multi-Ability Grouping in Classrooms - 30 minute daily school-wide intervention block with students flexibly grouped according to specific learning needs.

**Action Step #1:** MAGIC - Multi-Ability Grouping in Classrooms - 30 minute daily school-wide intervention block

**Resource Type** Evidence-Based Materials

**Resource** Intervention materials to support specific learning needs of small group MAGIC blocks

**Funding Source** SAI

**Amount Needed** \$5,000

**Goal #2:** Wards Creek will increase the number of students making learning gains and showing grade level proficiency in reading and math through data driven instruction.

**Barrier #2:** students' proficiency with technology needed for online assessments

**Strategy #1:** provide technology instruction as a part of the Related Arts rotation schedule

**Action Step #1:** Technology instruction

**Resource Type** Technology

**Resource** computers for lab

**Funding Source** PTO

**Amount Needed** \$20,000