

Harbour View Elementary School

8445 SE 147TH PL, Summerfield, FL 34491

[no web address on file]

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
52%

Alternative/ESE Center
No

Charter School
No

Minority
34%

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 Marion 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	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

Our mission at Harbour View Elementary is to create an innovative environment where All children, regardless of differences, will excel. We are dedicated to excellence in education so that each child will become a productive citizen in an ever-changing world.

Provide the school's vision statement

We are dedicated to excellence in education so that each child will become a productive citizen in an ever-changing world.

School Environment

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

- *Guidance Office – registration, Cumulative folders, Student Management System (SMS)
- *Staff Meetings that include all stake holders
- *Parent/Teacher conferences
- *Home/school communication
- *Relationship building between students, teachers, staff, parents, guardians
- *Keeping all stake holders informed on the students' home and school backgrounds and history
- *Team approach – provide supports & opportunities for interactions with peers & staff
- *ESOL trainings
- *ESOL staff working with teachers, staff, students and families

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

- *T.E.A.M. – Together Everyone Achieves More approach
- *Positive Dialog using the Stop and Think Choices Program
- *Staff on assigned duty stations in am/pm greeting students, dialoging and providing assistance when needed to students and parents
- *Students taking ownership of their choices and for their learning, setting goals, celebrating successes
- *Shout Out Pep Rally – Monthly recognition for students caught doing their Personal Best
- *Academic and Accelerated Reading Incentives and Recognitions
- *Promoting School Wide Expectations
- *Students are encouraged to meet with the Guidance Counselor, Dean or other staff if needed

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

- *Stop and Think Choices Program
- *School Wide Expectations
- *Harry Wong Training (Teaching procedures until they become routine)
- *Kagan Structures

- *District Code of Conduct
- *Behavior Management Discipline Team
- *Behavior Flow Chart for Teacher Managed and Office Managed Offenses schoolbased
- *Shout Out Pep Rally to recognize students doing their personal best
- *Parent/Teacher/Staff Conferences
- *Awareness of students with issues and providing supports, interventions and incentives as needed
- *School/Class Rules and Expectations are posted
- *Individual Classroom Management Plans
- *Problem Solving with stakeholders to best meet students' needs
- *MTSS process if needed

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

- * Mentoring Program using Volunteers on campus for select students
- *Check in/check out for select students
- *Guidance Counselor – individualized or group counseling
- *Volunteers
- *Utilization of Behavior Specialist, Student Services, Social Work Services, School Psychologist and other District staff as needed
- *MTSS process
- *Providing 504 plans, Individual Education Plans (IEP) Behavior Intervention Plan (BIP) if needed

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

N/A

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	33	20	20	24	13	5	115
One or more suspensions	2	4	9	7	4	12	38
Course failure in ELA or Math	22	22	34	27	16	11	132
Level 1 on statewide assessment	0	0	0	69	33	34	136

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	8	6	9	8	4	1	36

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

The administrative team identifies the students who exhibit two or more early warning indicators and assigns a mentor to them. The mentor monitors the student's attendance, behavior, and/or success in academic subjects. These students are discussed in weekly administrative team meetings. These students also participate in targeted intervention for 45 minutes daily. Students are provided monthly incentives for attendance, behavior or academic success through "Shout Outs" (school recognition program where students are recognized and receive a token recognizing their efforts).

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?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

The school's mission, vision, and events are communicated to parents through a monthly newsletter, SAC Committee Meetings, Annual Title 1 Parent Meeting and Open House. Harbour View Elementary School involves parents through conferences both face to face and over the phone. Grade level and subject area parent events/training are provided throughout the school year. Based on feedback from parents, these events have been scheduled in the evenings so that working parents may attend. A local business has agreed to host a parent/student math night to facilitate understanding of Florida State Math Standards for Kindergarten through 5th grade students. Classrooms have been opened to parent volunteers. Parents and family members have been encouraged to become approved volunteers so they will have an opportunity to become comfortable with and interact with the school setting on a first hand basis.

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

Harbour View Elementary has partnered with Village View Church. Village View Church provides monetary and in kind donations to help support the vision and mission of Harbour View Elementary. Communication with local businesses have resulted in donations of landscape materials to assist with the beautification of the campus. The local retirement community provides tutors for students who require additional academic and emotional assistance. Local business are invited to SAC meetings and school events. Local business have donated their facilities for school based fundraising with the end goal of increasing technology in the classrooms at Harbour View Elementary.

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
Balius, Catherine	Assistant Principal
Dreher, Lisa	Instructional Coach
Evans, Evelyn	Guidance Counselor
Guest, Heather	Principal
Guilfoil, Diane	Dean
Hauck, Randy	Instructional Coach
Viles, Teresa	Instructional Coach

Duties

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

Heather Guest, Principal - Oversee, delegate, and make final team decisions

Catherine Balius, Assistant Principal - Coordinate, collaborate with staff, and monitor progress

Yvonne Evans, Guidance Counselor - Oversee guidance, attendance, ESE, and student individual needs

Diane Guilfoil, Dean - Discipline, Behavior Plans, and mentoring

Teresa Viles Reading Coach - diagnose student needs and provide professional development

Lisa Dreher, Academic Coach - diagnose student needs and work with students

Randolph Hauck, Academic Coach - diagnose student needs and work with students

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

The school based leadership team should consistently monitor student achievement data and provide intervention opportunities to students as needed. Progress should be monitored and intervention adjusted based on student growth data.

The school based team identifies areas in need of improvement and sets annual goals that are articulated in the SIP. An action plan is then created to address each goal area. The team then meets periodically to set individual goals for students and to progress monitor student growth. Teachers are included in conversation of student growth and their professional growth needs are identified and prioritized through these conversations and results of team meetings. Data is consistently leveraged to adjust the action plan and to address new areas of need.

Title I Part A:

At Harbour View Elementary we integrate with many grants and community agencies. Some of these include a community project entitle, "Stuff the Bus", where school supplies are donated for needy students. Our local churches also provide supplies for students in need including Thanksgiving and Christmas food baskets. We also participate in a local service that provides backpacks filled with food that students pick up on Friday and return on Monday. The "Backpack Program" has been funded through Childhood Development Services locally. Locally, we have received reading grants to promote literacy in the classroom in first grade. This grant is funded through our Public Schools Foundation. We also collaborate with the Central Florida Community College who works to provide one of our fifth graders a scholarship to the community college through a foundation.

Title I Part C:

Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met. Currently, Harbour View does not have

migrant students. However, in the event, a migrant student enrolls; we will contact the Marion County Migrant Liaison.

Title I Part D:

Through the Title IV grant, Harbour View participated in Red Ribbon Week and the anti-bullying program. Harbour View sponsors an "Anti-Bullying Program" through the district office.

Title II:

The district provided training opportunities for our teachers through Title II funds.

Title III:

Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.

Title X Homeless:

Title X- Homeless

Harbour View works closely with our Homeless Liaison to meet the needs of our homeless students. Each school receives money through the homeless liaison to assist with families in need. In 2013-2014 we will provide supplies, clothing, and money for students to attend field trips.

We also integrate with many grants and community agencies. Some of these such as "Stuff the Bus", where school supplies are donated for needy students. Our local churches also provided need supplies for students in need.

Supplemental Academic Instruction:

We do not have SAI - Supplemental Academic Instruction through the district. We do provide Before and After School Academic Instruction for our students.

Violence Prevention Programs:

Continuation of our anti-bullying program and participation in Red Ribbon Week. Harbour View sponsors an "Anti-Bullying Program" through the district. Our Dean participates in a district training for an anti-bullying program, entitled Respect.

Nutrition Programs:

We also participate in a local service that provides backpacks filled with food that students pick up on Friday and return on Monday. This program has been funded through Childhood Development Services locally. All of our students receive free breakfast and we are 80% free or reduced lunch.

Adult Education:

Parents are notified of the local GED program offered at the middle school down the street from Harbour View.

Career and Technical Education:

Career Education is dealt with on an individual grade level basis by discussing careers and bringing in resource people.

Other:

For the past eight years Harbour View has been a part of the S.T.E.P.S. Program sponsored by Central Florida Community College. This program enables one fifth grade needy student to qualify for a full scholarship to the community college for meeting the required criteria.

Finally, Harbour View takes advantage of the Marion County Health Department through the use of their nurses to train staff to assist with students with specific medical needs.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Kerry Erickson	Parent
Charlene Stump	Parent
Daniel Stump	Teacher
Jennifer Mollett	Parent
Sheri Smith	Parent
Craig Eason	Business/Community
John Fitzgerald	Business/Community
Lisa Arsenijevidh	Business/Community
Lisa Dreher	Education Support Employee
Catherine Balius	Education Support Employee
Heather Guest	Principal
Anna Maxwell	Parent
Joanna Moulton	Parent
Regina Parker	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

SAC will review a section of the CIM at each meeting. The school's Parent compact as well as the data from the school was reviewed at our September SAC meeting.

Development of this school improvement plan

SAC takes a section of the CIM at each meeting and reviews the plan and makes corrections or additions to the plan. In the Spring, SAC reviews the whole draft document and in the Fall SAC reviews and approves the final document.

Preparation of the school's annual budget and plan

SAC will look at and discuss all orders placed through Title 1 budget.

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

We use the carry over funds for substitutes to cover teacher classrooms during staff development and collaboration times on campus.

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
Guest, Heather	Principal
Balius, Catherine	Assistant Principal
Dreher, Lisa	Instructional Coach
Viles, Teresa	Instructional Coach
Carty, Christina	Teacher, K-12
Mengarelli, Leah	Teacher, K-12
Townsend, Rachel	Teacher, K-12
Welhaven, Sheila	Teacher, K-12
Wilson, Kelly	Teacher, K-12
Stump, Daniel	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The main initiative will be to support professional development through the implementation of ELA by select reading strategies ("play of the month"), Kagan strategies and support through our instructional coaches. We will continue to work on Differentiated Instruction and student engagement throughout the school year.

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

NA

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

The Principal and Assistant Principal have established a teacher mentor program for all new teachers to Harbour View Elementary School. The Assistant Principal and Academic Coaches provide mentoring, academic and management assistance to veteran teachers in need of support. The district provides an electronic application process and a new teacher orientation that ensures highly qualified and in-field certified teachers are recruited.

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

All new teachers are paired up with a same grade level experienced teacher responsible for mentoring the new teacher on curriculum, classroom management, and school procedures. Depending on the need of the new teacher, they may also be paired up with an Instructional Academic Coach to provide additional curriculum support, professional development and modeling. New teachers are also provided support by the administration, academic coaches, and lead teachers on matters relevant to their needs such as how to use the electronic grade book, Performance Matters, SMART Technology, Successmaker, Waterford, writing and uploading lesson plans, use of SMS, etc..

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

Our school uses our district curriculum maps and calendars for core instruction that are aligned to the Florida Standards. Imbedded in the maps are the suggested materials to use in the core instruction including the use of CPALMS.

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

NA

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

Strategy: After School Program

Minutes added to school year: 1,440

Harbour View Elementary School uses assessment to determine areas of deficit and uses Successmaker custom developed courses, the Critical Reading Series, Penda, and small group instruction to remediate these academic areas.

Strategy Rationale

Research supports using data to determine areas of academic deficiency to deliver targeted intervention using research based programs and instructional delivery methods.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Balius, Catherine, catherine.balius@marion.k12.fl.us

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

AIMSweb assessment data and Wonders and Go Math Unit Assessments will be used to monitor the effectiveness of this strategy.

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

MCPS provides an Exception Student Education Pre-K Program at our schools for eligible 3 thru 5 year olds. All students are fully integrated into the school thus helping them transition to Kindergarten. MCPS also provides a Summer VPK Program for all eligible Pre-K students. FLKRS and ECHOS administered to kindergarteners within the first 30 days to evaluate the effectiveness of these Pre-K programs. Harbour View Elementary School also participates in the Stagger Start program during the first three days of school for Kindergarten students. In May 2015, Fifth grade students have an opportunity to participate in a Middle School Orientation by going to their zoned middle school or attending a presentation provided by Middle School personnel. Fifth grade ESE students participate in their articulation IEP meeting held at the end of the school year. Both Harbour View Elementary School personnel and Middle School personnel attend these IEP meetings.

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

NA

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If instruction in reading is differentiated, then the number of students proficient and making learning gains will increase.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. If instruction in reading is differentiated, then the number of students proficient and making learning gains will increase. 1a

G035936

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	74.0
ELA/Reading Gains	70.0

Resources Available to Support the Goal 2

- Academic Coaches
- Professional Development
- DA Team
- CPALMS
- Wonders
- Corrective Reading
- EIR
- Reading Mastery
- REWARDS
- Waterford
- District Focus Calendar

Targeted Barriers to Achieving the Goal 3

- Attendance Issues
- Rigor in intervention/enrichment

Plan to Monitor Progress Toward G1. 8

Student increase in scores and proficiency in skills.

Person Responsible

Catherine Balias

Schedule

Every 6 Weeks, from 11/14/2014 to 6/5/2015

Evidence of Completion

Students making progress towards meeting the grade level learning needs.

Plan to Monitor Progress Toward G1. 8

End of Course Exams

Person Responsible

Heather Guest

Schedule

Annually, from 9/29/2014 to 6/5/2015

Evidence of Completion

End of course data from Performance Matters

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. If instruction in reading is differentiated, then the number of students proficient and making learning gains will increase. **1**

 G035936

G1.B1 Attendance Issues **2**

 B110763

G1.B1.S1 The District's Student Code of Conduct Attendance policy will be implemented with fidelity. **4**

 S122215

Strategy Rationale

If students attend the entire day then they will receive instruction with fidelity.

Action Step 1 **5**

The Marion County Code of Student Conduct will be strictly enforced.

Person Responsible

Catherine Balias

Schedule

Daily, from 10/24/2014 to 6/5/2015

Evidence of Completion

Attendance Reports from SMS

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

Attendance Reports from SMS pulled bi-weekly

Person Responsible

Catherine Balias

Schedule

Biweekly, from 10/17/2014 to 6/5/2015

Evidence of Completion

The SMS Attendance Report will be used to determine if student absences and tardies/early check-outs have decrease.

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

Data from SMS Attendance Report will be compared to the initial baseline data, as well as data from the prior nine weeks to see if the number of students missing school, coming late or leaving early has decreased.

Person Responsible

Catherine Balias

Schedule

Quarterly, from 1/16/2015 to 6/5/2015

Evidence of Completion

Student attendance reports from SMS comparing attendance from Q1 to Q2, Q3, and Q4

G1.B2 Rigor in intervention/enrichment 2

B110768

G1.B2.S1 Remediation and Enrichment should be rigorous and delivered with fidelity. 4

S122224

Strategy Rationale

Students need appropriate intervention/enrichment that meets their academic needs and occurs daily.

Action Step 1 5

Professional Development for teachers on intervention and enrichment programs. Teachers will deliver intervention and enrichment programs with fidelity throughout the school year

Person Responsible

Teresa Viles

Schedule

Monthly, from 8/11/2014 to 6/5/2015

Evidence of Completion

Monitor data notebooks

Action Step 2 5

Professional Development for teachers on differentiated instruction

Person Responsible

Heather Guest

Schedule

Monthly, from 8/11/2014 to 6/5/2015

Evidence of Completion

Sign in rosters from PD

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

Administration will conduct fidelity walkthroughs

Person Responsible

Heather Guest

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

The intervention fidelity walkthrough form will be used as well as MCIES

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

Administration will conduct informal and formal evaluations

Person Responsible

Heather Guest

Schedule

Biweekly, from 9/22/2014 to 6/5/2015

Evidence of Completion

Evaluation instrument - MCIES

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

Data folders from intervention groups and student data on unit assessments will be monitored.

Person Responsible

Heather Guest

Schedule

Monthly, from 9/29/2014 to 6/5/2015

Evidence of Completion

Data folders and data from Performance Matters will show student growth

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

Students will show growth on Unit Assessments

Person Responsible

Heather Guest

Schedule

Every 6 Weeks, from 10/10/2014 to 6/5/2015

Evidence of Completion

An increase in the number of students showing mastery on unit assessments

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	The Marion County Code of Student Conduct will be strictly enforced.	Balius, Catherine	10/24/2014	Attendance Reports from SMS	6/5/2015 daily
G1.B2.S1.A1	Professional Development for teachers on intervention and enrichment programs. Teachers will deliver intervention and enrichment programs with fidelity throughout the school year	Viles, Teresa	8/11/2014	Monitor data notebooks	6/5/2015 monthly
G1.B2.S1.A2	Professional Development for teachers on differentiated instruction	Guest, Heather	8/11/2014	Sign in rosters from PD	6/5/2015 monthly
G1.MA1	Student increase in scores and proficiency in skills.	Balius, Catherine	11/14/2014	Students making progress towards meeting the grade level learning needs.	6/5/2015 every-6-weeks
G1.MA2	End of Course Exams	Guest, Heather	9/29/2014	End of course data from Performance Matters	6/5/2015 annually
G1.B1.S1.MA1	Data from SMS Attendance Report will be compared to the initial baseline data, as well as data from the prior nine weeks to see if the number of students missing school, coming late or leaving early has decreased.	Balius, Catherine	1/16/2015	Student attendance reports from SMS comparing attendance from Q1 to Q2, Q3, and Q4	6/5/2015 quarterly
G1.B1.S1.MA1	Attendance Reports from SMS pulled bi-weekly	Balius, Catherine	10/17/2014	The SMS Attendance Report will be used to determine if student absences and tardies/early check-outs have decrease.	6/5/2015 biweekly
G1.B2.S1.MA1	Data folders from intervention groups and student data on unit assessments will be monitored.	Guest, Heather	9/29/2014	Data folders and data from Performance Matters will show student growth	6/5/2015 monthly
G1.B2.S1.MA4	Students will show growth on Unit Assessments	Guest, Heather	10/10/2014	An increase in the number of students showing mastery on unit assessments	6/5/2015 every-6-weeks
G1.B2.S1.MA1	Administration will conduct fidelity walkthroughs	Guest, Heather	8/18/2014	The intervention fidelity walkthrough form will be used as well as MCIES	6/5/2015 monthly
G1.B2.S1.MA3	Administration will conduct informal and formal evaluations	Guest, Heather	9/22/2014	Evaluation instrument - MCIES	6/5/2015 biweekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. If instruction in reading is differentiated, then the number of students proficient and making learning gains will increase.

G1.B2 Rigor in intervention/enrichment

G1.B2.S1 Remediation and Enrichment should be rigorous and delivered with fidelity.

PD Opportunity 1

Professional Development for teachers on intervention and enrichment programs. Teachers will deliver intervention and enrichment programs with fidelity throughout the school year

Facilitator

School based administration

Participants

instructional personnel

Schedule

Monthly, from 8/11/2014 to 6/5/2015

PD Opportunity 2

Professional Development for teachers on differentiated instruction

Facilitator

School based administration

Participants

instructional personnel

Schedule

Monthly, from 8/11/2014 to 6/5/2015

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Goal 1: If instruction in reading is differentiated, then the number of students proficient and making learning gains will increase.	99,421
Grand Total	99,421

Goal 1: If instruction in reading is differentiated, then the number of students proficient and making learning gains will increase.

Description	Source	Total
B2.S1.A1 - Notes: Professional Development	Title I Part A	68,103
B2.S1.A1 - Notes: substitutes for Professional Development	Title I Part A	2,450
B2.S1.A1 - Notes: substitutes for collaborative planning	Title I Part A	6,318
B2.S1.A1 - Notes: intervention/ enrichment materials	Title I Part A	16,652
B2.S1.A1 - Supplies and resources for data meetings	Title I Part A	3,448
B2.S1.A2 - Substitutes for teachers to attend training	Title I Part A	2,450
Total Goal 1		99,421