

St. Johns County School District

# Wards Creek Elementary School



2015-16 School Improvement Plan

## Wards Creek Elementary School

6555 STATE ROAD 16, St Augustine, FL 32092

<http://www-wce.stjohns.k12.fl.us/>

### School Demographics

<b>School Type</b>	<b>2014-15 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 2)
Elementary	No	21%

<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>2015-16 Minority Rate</b> (Reported as Non-white on Survey 2)
No	No	18%

### School Grades History

<b>Year</b>	<b>2014-15</b>	<b>2013-14</b>	<b>2012-13</b>	<b>2011-12</b>
<b>Grade</b>	A*	A	B	A

*\*Preliminary Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### School Board Approval

This plan was approved by the St. Johns County School Board on 10/7/2015.

### SIP Authority and Template

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

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

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

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- 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-C 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)

### 2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	<a href="#">Wayne Green</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

Engage Learners to Excel in Life and Embrace Leadership to Enhance our Local and global society.

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

We are a school Where Children Excel by developing leaders with character and a passion for lifelong learning.

#### School Environment

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

Our school wide culture is built on valuing our students and recognizing the greatness within. We invest time and plan activities at the beginning of each year to build relationships with our students. There are many opportunities for students to be involved in leadership roles and teams which are facilitated by faculty members. This promotes relationships among teachers and students beyond the classroom.

Annually, we celebrate our students' cultures through our TORCH Festival - Teaching Others to Respect Culture and Heritage - this is a family event to introduce our students to the diverse cultures represented by our students and their families. Students experience real-life relevance by stamping passports as they visit the various countries represented by our students' heritage and see the clothing, taste the food, hear the music, and learn the cultural traditions of many nations.

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

All members of our staff are trained in the 7 Habits of Highly Effective People. As a Leader in Me school, we empower our students to make good choices, create a plan, work first then play, think win-win, listen before they speak, work together, find balance, and determining their personal mission. These habits create a positive culture built on mutual understanding and collaborative cooperation. There are many safety practices in place. All doors are locked and require a key or a magnet card to open. Students are encouraged to express any concerns if they have worries about safety. Students are never alone and must move throughout the building with a buddy or adult. Our students participate in anti-bullying education and we follow a zero-tolerance bullying policy. Student safety leaders are posted throughout the building before and after school to provide assistance during arrival and dismissal. All students are under the direct supervision of adults. All staff members have arrival and dismissal posts to ensure student safety.

##### 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

At Wards Creek, we have established a leadership framework based on Stephen Covey's book, The 7 Habits of Highly Effective People. Covey presents a holistic, integrated, principle-centered approach for addressing challenges and living the very best version of your life. This system is woven with our District's Character Counts initiative to provide a strong foundation for good character and student



leadership. Our proactive framework of setting clear expectations and using a common language reduces the need for reactive behavioral consequences.

We believe that we have an obligation to address more than the academic needs of our students. We must also help them mature through the continuum of moving from dependence, to independence, and ultimately to interdependence, giving them the skills they need to thrive. Our leadership framework, based upon the 6 Pillars of Character and the 7 Habits provides students the opportunity to learn to serve, to identify their strengths and interests, to set goals and track their progress, and to find their voice to make a difference in the world. This framework calls upon the adults in the school to learn, model, and teach these principles and character traits to our students. Through our understanding, we build understanding in our students. Through our modeling, we show our students how to be their most excellent selves. Through our teaching, these tenets become ubiquitous throughout every corner of our school.

Leaders with Character are recognized for meeting the leadership framework expectations. Using the 6 Pillars of Character and the 7 Habits, grade level teams have developed the expectations for good character and behavior. Students select a monthly representative from their classroom to be celebrated for demonstrating good character and leadership.

### **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**

We have a comprehensive Guidance program to meet the social-emotional needs of all students. Our Guidance Counselor and Paraprofessional provide lessons covering the following topics: Social Skills for Early Childhood, Relational Aggression, Empathy, Anxiety, Emotion-Management, and Problem-Solving Skills. These services occur during weekly guidance lessons, daily lunch bunches, social skills small groups, and individual counseling sessions. We use HeartMath as a biofeedback program to help students learn ways to calm themselves and cope with stress.

Teachers have been trained to recognize indicators in student behavior that may warrant conferring with the Guidance Counselor. Parents have access to the Guidance Department to discuss any issues or concerns they may be experiencing at home. The district Student Services Department provides a support team for collaboration and problem solving with the Guidance Department. Additionally, the Multi-Tiered Systems of Support team provides support and guidance to teachers in the development of individualized behavior plans for students exhibiting a need for intervention.

### **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**

We value our parents and strive to build positive relationships with our families. We have the following tools in place to provide a high degree of communication: School website, teacher websites, TORCH monthly newsletter, Blackboard messaging system, weekly email communication from teachers to all parents, daily written communication through student planners and the district Home Access Center. Parent conferences are held anytime there is a parent or teacher concern. Parents are kept informed of student progress through teacher communication, interim reports, report cards, Home Access

Center, and MTSS/RTI tracking reports. Annual meetings are held with parents of students who have 504 plans, IEPs, EPs, Health Plans, and ESOL.

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 9000 hours per year. Our trend is approximately 13,000 hours each year. We have increased our SAC team to include a member of each grade level, ESE, and Related Arts. We also have been able to accommodate parents and community members who have expressed an interest in serving on SAC.

Our mission and vision statements are visible on the website, on our school campus, in our annual yearbooks, in our parent handbook, and presented at our parent meetings.

**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**

Our PTO facilitates the business partnership process. They canvas the community and reach out to all the area businesses and associations. There are incentives in place for business partners which makes it a win-win for our school and local businesses. We value our mutually beneficial partnerships. Annually in October, our school hosts a Business Expo to connect our families with community businesses and service providers.

**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:**

Name	Title
Jarrell, Edie	Principal
Ritchie, Christa	Instructional Coach
Klein, Kevin	Assistant Principal
Adolf, Leanne	Guidance Counselor
Martin, Anna	Psychologist

**Duties**

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

Principal – Edie Jarrell

Assistant Principal - Kevin Klein

MTSS Facilitator - Christa Ritchie

Instructional Coach - Christa Ritchie

Guidance Counselor - Leanne Adolf

School Psychologist - Anna Martin

Each member of the School Leadership Team serves a member of the MTSS/RTI Core Problem Solving Team. In their role on this team they share in the following responsibilities:

- Attend core meetings and MTSS review meetings with teacher
- Review Tier 1 instructional practices and provide research-based strategies
- Help develop Tier II and Tier III academic and behavior plans

In addition to the joint leadership roles, the individuals contribute to our school through these responsibilities:

Edie Jarrell - Principal

- Participate in parent conferences
- Provide classroom observations
- Support initiatives and provide resources

Christa Ritchie - Instructional Coach

- Develop agenda for MTSS meetings
- Schedule meetings to review MTSS plans with teachers
- Develop progress monitoring probes
- Review school wide progress monitoring information
- Provide training to staff/teachers on MTSS procedures, progress monitoring and related interventions
- Finalize MTSS referral packet and submits to LEA

Anna Martin - Psychologist

- Responsible for gathering attendance data
- Responsible for gathering behavior data
- Graph students' progress monitoring data
- Make the MTSS team aware of health/medical conditions that may impact learning
- Participate in parent conferences
- Provide classroom observations

Kevin Klein - Assistant Principal

- Participate in gap analysis
- Participate in parent conferences
- Provide classroom observations

Leanne Adolf - Guidance Counselor

- Take minutes during the meeting and send out to all team members
- File paperwork for MTSS students into the MTSS folder
- Update data into the MTSS digital database
- Send home referrals based on vision and hearing needs
- Refer students/parents to appropriate community resources
- Participate in parent conferences
- Perform classroom observations
- Conduct guidance lessons based on specific areas of need

***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***

At Wards Creek Elementary, we use the 4-step problem-solving model. Step 1: Define an objective and measurable terms for 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.

We operate a school wide intervention block called MAGIC (Multi Ability Grouping In Classrooms) During this daily block, our students receive remediation, intervention, stretch learning, and enrichment instruction. This homogeneous learning time enhances the academic support for all students.

Our School Leadership Team meets weekly to discuss SIP goals, core instruction, resource allocation, teacher support systems, and small group needs. Additionally, we discuss individual students who are struggling to meet grade level expectations.

Our Instructional Coach maintains an inventory of available intervention materials. Our principal seeks resources to address intervention needs. We use SAI monies for supplemental intervention

materials. We use SAR monies to provide additional personnel to support the social/emotional needs of our students.

### School Advisory Council (SAC)

#### Membership:

Name	Stakeholder Group
Lisa Bielefeldt	Teacher
Edie Jarrell	Principal
Teresa Lloyd	Parent
Heather Clubb	Teacher
Dana Smith	Teacher
Staci Farrell	Parent
Patricia Maxham	Parent
Chamane Williams	Parent
Tammy Stewart	Education Support Employee
Renee Tatman	Teacher
Judy Piggott	Teacher
Ruth Jarriel	Teacher
Jenna Miller	Teacher
Charlotte Hartley	Education Support Employee
Megan Bastow	Parent
Jennifer Edwards	Parent
Amy Lasswell	Parent
Kristine Beringer	Parent
Elizabeth Janssen	Parent
Petrona Reynolds	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***

Throughout the school year, the SAC reviewed the goals of the School Improvement Plan to ensure that efforts were aligned with school vision and mission. Frequent review of data and school wide initiatives were shared and discussed. We will continue to review as unreported data becomes available.

***Development of this school improvement plan***

The SIP is written with the participation of SAC members in conjunction with the school leadership team. This team determines appropriate school goals based on qualitative and quantitative data. We seek input from all stakeholders as we develop our plan. Surveys and feedback guide our plan.

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

The principal shares the budget and staffing information with SAC, following the district budget meeting. As changes occur, updates and discussions are held to obtain input and provide the latest information.

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

Funds are allocated to support instruction. Teachers present proposals to the SAC team to purchase supplemental materials that will promote student achievement.

**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:**

Name	Title
Jarrell, Edie	Principal
Klein, Kevin	Assistant Principal
Ritchie, Christa	Instructional Coach

**Duties**

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

The LLT promotes literacy by maintaining a focus on mastery of state standards through vertical planning, data chats, and professional development. We have a school-wide reading challenge which encourages students to set and reach Reading goals. Teachers facilitate professional book studies based upon best practice strategies in Reading. Teachers who are members of the district cadre attend trainings and then share best practices in balanced literacy and high yield strategies with our teachers. Our school-wide professional development for this school year is a focus on building strong instructional practices in literacy through the PLC at Work Model.

**Public and Collaborative Teaching**

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

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

Our philosophical framework for leadership is built upon the principle of synergy - working together creates stronger outcomes and greater success. Through our 7 Habits training, our teachers' paradigms have shifted to recognize the value of meaningful teamwork and collaborative cooperation. All our grade levels are housed in the same area of the building for geographical convenience. The planning blocks are aligned to give the grade levels additional collaborative time. Grade level expectations include a shared website, team decision-making, and cooperative activities across the grade. Monthly grade level meetings, synergy sessions, WOW weekly grade level professional development using the PLC @ Work model, yearlong cadre training, and district opportunities for inservice serve to promote strong bonds of collaboration amongst our staff. Sharpen the Saw events are hosted monthly by various school teams to encourage positive working relationships in a social setting.

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

Our school district utilizes the Applitrack 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. To build a sense of belonging, we create mentor partnerships and offer opportunities for new staff members to receive professional development to in the school wide initiatives.

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

Our mentoring 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. Mentors meet regularly with their mentees to collaborate on best practice. The Lighthouse Team train incoming staff in The 7 Habits of Highly Effective People. Accountability partners provide ongoing support and encouragement in all areas of need.

## **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***

Teacher representatives from each course and or grade level meet four times a year with district Subject Area Specialists to develop/review curriculum maps, mini-formative assessments, teacher resources and instructional materials. These District Professional Learning Communities (PLCs) work to ensure that curriculum, instruction, and assessment are based on applicable state standards. This process is in addition to a standards-based instructional materials review program that is used when the district adopts the primary instructional materials for a course.

The teacher representatives work with instructors and administrators at the school level to ensure that the results of the District PLCs are implemented at the school level. The curriculum maps, which include links to vetted instructional materials and lesson plans are the basis for school-level standards- based planning, instruction, assessment and re-teaching as needed.

In addition to what each teacher is doing to promote learning and measure student performance, District midterm and final exams are given in the secondary core instructional programs to assess student mastery of standards, guide instructional practice, and inform district planning. Detailed data reports are accessed through Performance Plus which is a reporting system available to all teachers and administrators. These reports are used by teachers, administrators, and district staff to ensure that instruction and assessment are designed to produce student mastery of the Florida Standards. The reports are also used with individual students and parents as needed to assist them in understanding the standards and learning expectations.

Administrators meet with teachers in elementary grade-level or secondary content area PLCs to review reports from Performance Plus and analyze results with the intent of planning instruction to differentiate, intervene, re-teach, and innovate to improve student mastery of the standards. The same information is used to review curriculum maps and instructional materials/resources as to their effectiveness in promoting standards-based instruction and learning.

This process is repeated each quarter and serves as the foundation for a standards-based continuous improvement model that uses student performance data to evaluate and improve curriculum, instruction, and assessment for the highest level student mastery of the Florida Standards.

#### **Instructional Strategies**



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

Our classrooms are heterogeneously built using multiple sources of data. However, we do implement a homogeneous learning block daily - MAGIC-Multi Ability Grouping In Classrooms. This block serves to provide explicit attention to remediation, reinforcement, and enrichment needs. Throughout the rest of the learning day, our teachers implement the workshop model which provides them time for small group and individual attention to specific skills and strategies for students who may need additional support.

Formative and Summative assessments are given throughout the school year. Teachers use MFAS and ELFAS as well as other assessments built in the Curriculum Maps. The data that is generated is disaggregated and used to guide instructional next steps. Grade levels meet with the administrative team to determine areas of need and develop strategies to meet the diverse needs of students.

Students who show a trend of academic need are referred to the MTSS team for problem solving.

Those meeting the criteria for a MTSS plan are prescribed research based-interventions to close the learning gap. These students are monitored closely and the teacher and MTSS team work collaboratively to ensure that their learning needs are met.

We have an ESE program with a full continuum of services, ranging from consultative services to self-contained ESE classrooms with modified curriculum.

Our gifted students are served in blended general education classrooms with gifted-endorsed teachers. The rigor and pace of these classrooms keep the students engaged and challenged.

**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:**

**Strategy Rationale**

**Strategy Purpose(s)**

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

**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**

**Student Transition and Readiness**

**PreK-12 Transition**

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

**Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**

Our 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 Tears and Cheers breakfast to share opportunities and information with parents of new Kindergarteners.

## 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

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** Wards Creek will increase the number of students performing at grade level proficiency in Reading by having teachers focus on understanding their students as readers.
- G2.** Wards Creek will increase the number of students performing at grade level proficiency in math through disaggregation of data to drive instruction.
- G3.** Wards Creek will increase the number of students proficient in writing through explicit writing instruction and the implementation of daily opportunities to write across all content areas in all grade levels.

## 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.** Wards Creek will increase the number of students performing at grade level proficiency in Reading by having teachers focus on understanding their students as readers. 1a

G069046

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	86.0

**Resources Available to Support the Goal** 2

- DRA, Workshop Instructional Model in balanced literacy classrooms, Making Meaning, curriculum maps

**Targeted Barriers to Achieving the Goal** 3

- Understanding the process of reading acquisition and how to determine missing skills

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

Data Dialogs with administrators and teachers will be held following the completion of periodic summative assessments.

**Person Responsible**

Kevin Klein

**Schedule**

Weekly, from 8/12/2015 to 5/19/2016

**Evidence of Completion**

Data review for evidence of proficiency and growth between assessments.

**G2.** Wards Creek will increase the number of students performing at grade level proficiency in math through disaggregation of data to drive instruction. 1a

G069047

**Targets Supported** 1b

Indicator	Annual Target
AMO Math - All Students	83.0

**Resources Available to Support the Goal** 2

- Data from multiple assessments including: Discovery Education, Formative Assessments, and Teacher-Made Assessments.

**Targeted Barriers to Achieving the Goal** 3

- Teachers' proficiency with connecting standards based instruction, assessment, and data.

**Plan to Monitor Progress Toward G2.** 8

Student proficiency and growth between assessments.

**Person Responsible**

Kevin Klein

**Schedule**

Weekly, from 8/12/2015 to 5/19/2016

**Evidence of Completion**

Data review for evidence of proficiency and growth.

**G3.** Wards Creek will increase the number of students proficient in writing through explicit writing instruction and the implementation of daily opportunities to write across all content areas in all grade levels. 1a

G069048

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	86.0

**Resources Available to Support the Goal** 2

- Item specifications, school and district writing support team members. Being a Writer Curriculum

**Targeted Barriers to Achieving the Goal** 3

- Understanding of the new expectations of the FSA writing assessment

**Plan to Monitor Progress Toward G3.** 8

Teacher reflection of student work samples.

**Person Responsible**

Edie Jarrell

**Schedule**

Weekly, from 8/12/2015 to 5/19/2016

**Evidence of Completion**

review of student work samples for evidence of student proficiency and student growth.

## 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.** Wards Creek will increase the number of students performing at grade level proficiency in Reading by having teachers focus on understanding their students as readers. **1**

 G069046

**G1.B1** Understanding the process of reading acquisition and how to determine missing skills **2**

 B179423

**G1.B1.S1** Training in understanding the tools available to measure student reading proficiency as well as implementation of the workshop model framework in a balanced literacy classroom to provide the opportunity for whole group, small group, and individual instructional time. **4**

 S190754

### Strategy Rationale

Teachers need a thorough understanding of the building blocks of reading and how to determine the next step for each student. By providing professional development in the tools available to create a reading profile on each students, teachers will be able to strategically address the unique needs of their readers. Through the implementation of the workshop model in a balanced literacy classroom, students gain knowledge in reading strategies which they apply to their self-selected books on their individual levels. During MAGIC, students are grouped according to need and benefit from the intentional focus on specific skills unique to their learning needs. Struggling students are given intervention opportunities. High performing students are given enrichment opportunities, and students who are doing well are given extension opportunities to provide a solid understanding of grade level content.

### Action Step 1 **5**

Professional Development for teachers in learning to assess the reading needs of their students.

#### Person Responsible

Christa Ritchie

#### Schedule

Weekly, from 8/12/2015 to 5/18/2016

#### Evidence of Completion

teacher ability to share data providing evidence of student growth and proficiency

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

observation of teachers implementing assessment and conferencing

**Person Responsible**

Edie Jarrell

**Schedule**

Weekly, from 8/12/2015 to 5/19/2016

***Evidence of Completion***

feedback from iObservation protocols

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

student proficiency and growth through data collected in Student Leadership Notebooks

**Person Responsible**

Edie Jarrell

**Schedule**

Monthly, from 8/12/2015 to 5/19/2016


***Evidence of Completion***

Student Leadership Notebooks


**G2.** Wards Creek will increase the number of students performing at grade level proficiency in math through disaggregation of data to drive instruction. **1**

 G069047

**G2.B1** Teachers' proficiency with connecting standards based instruction, assessment, and data. **2**

 B179426

**G2.B1.S1** Weekly meetings with grade level teams to discuss lessons and the data collected from assessments. **4**

 S190757

### Strategy Rationale

If teachers are able to understand the data they can determine student deficiencies and next instructional steps to move students toward grade level proficiency in math.

### Action Step 1 **5**

Following the grade level assessments, teachers will meet with administration to review current data and discuss instructional focus.

#### Person Responsible

Kevin Klein

#### Schedule

Weekly, from 8/12/2015 to 5/19/2016

#### Evidence of Completion

Individualized teacher summary of class performance and action steps for next interim assessments.

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

Review of data summary reports and instructional action plans.

#### Person Responsible

Edie Jarrell

#### Schedule

Weekly, from 8/12/2015 to 5/19/2016

#### Evidence of Completion

Summary reports and action plans.

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

Collect data on proficiency and growth.

**Person Responsible**

Kevin Klein

**Schedule**

Weekly, from 8/12/2015 to 5/19/2016


**Evidence of Completion**

Assessment scores

**G3.** Wards Creek will increase the number of students proficient in writing through explicit writing instruction and the implementation of daily opportunities to write across all content areas in all grade levels. 1

 G069048

**G3.B1** Understanding of the new expectations of the FSA writing assessment 2

 B179427

**G3.B1.S1** Provide opportunities for teachers to use the resources in order to give students multiple practice with new task demands. 4

 S190758

**Strategy Rationale**

If students have multiple opportunities to practice new writing skills and strategies, they will become proficient with the new task demands.

**Action Step 1** 5

Students will use new skills and strategies while writing daily in all content areas and during the writing block.

**Person Responsible**

Christa Ritchie

**Schedule**

Weekly, from 8/12/2015 to 5/19/2016

**Evidence of Completion**

review of student samples for evidence of growth and proficiency



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

Review of writing samples with grade level teams.

**Person Responsible**

Edie Jarrell

**Schedule**

Weekly, from 8/12/2015 to 5/19/2016

**Evidence of Completion**

Student work samples.

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

Measure growth by comparing work samples throughout the year.

**Person Responsible**

Edie Jarrell

**Schedule**

Weekly, from 8/12/2015 to 5/19/2016

**Evidence of Completion**

Student work samples showing an increase in skills and strategies.

**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	Professional Development for teachers in learning to assess the reading needs of their students.	Ritchie, Christa	8/12/2015	teacher ability to share data providing evidence of student growth and proficiency	5/18/2016 weekly
G2.B1.S1.A1	Following the grade level assessments, teachers will meet with administration to review current data and discuss instructional focus.	Klein, Kevin	8/12/2015	Individualized teacher summary of class performance and action steps for next interim assessments.	5/19/2016 weekly
G3.B1.S1.A1	Students will use new skills and strategies while writing daily in all content areas and during the writing block.	Ritchie, Christa	8/12/2015	review of student samples for evidence of growth and proficiency	5/19/2016 weekly
G1.MA1	Data Dialogs with administrators and teachers will be held following the completion of periodic summative assessments.	Klein, Kevin	8/12/2015	Data review for evidence of proficiency and growth between assessments.	5/19/2016 weekly

<b>Source</b>	<b>Task, Action Step or Monitoring Activity</b>	<b>Who</b>	<b>Start Date (where applicable)</b>	<b>Deliverable or Evidence of Completion</b>	<b>Due Date/ End Date</b>
G1.B1.S1.MA1	student proficiency and growth through data collected in Student Leadership Notebooks	Jarrell, Edie	8/12/2015	Student Leadership Notebooks	5/19/2016 monthly
G1.B1.S1.MA1	observation of teachers implementing assessment and conferencing	Jarrell, Edie	8/12/2015	feedback from iObservation protocols	5/19/2016 weekly
G2.MA1	Student proficiency and growth between assessments.	Klein, Kevin	8/12/2015	Data review for evidence of proficiency and growth.	5/19/2016 weekly
G2.B1.S1.MA1	Collect data on proficiency and growth.	Klein, Kevin	8/12/2015	Assessment scores	5/19/2016 weekly
G2.B1.S1.MA1	Review of data summary reports and instructional action plans.	Jarrell, Edie	8/12/2015	Summary reports and action plans.	5/19/2016 weekly
G3.MA1	Teacher reflection of student work samples.	Jarrell, Edie	8/12/2015	review of student work samples for evidence of student proficiency and student growth.	5/19/2016 weekly
G3.B1.S1.MA1	Measure growth by comparing work samples throughout the year.	Jarrell, Edie	8/12/2015	Student work samples showing an increase in skills and strategies.	5/19/2016 weekly
G3.B1.S1.MA1	Review of writing samples with grade level teams.	Jarrell, Edie	8/12/2015	Student work samples.	5/19/2016 weekly

## 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.** Wards Creek will increase the number of students performing at grade level proficiency in Reading by having teachers focus on understanding their students as readers.

**G1.B1** Understanding the process of reading acquisition and how to determine missing skills

**G1.B1.S1** Training in understanding the tools available to measure student reading proficiency as well as implementation of the workshop model framework in a balanced literacy classroom to provide the opportunity for whole group, small group, and individual instructional time.

### PD Opportunity 1

Professional Development for teachers in learning to assess the reading needs of their students.

#### Facilitator

Administrative team

#### Participants

Grade Level teacher teams

#### Schedule

Weekly, from 8/12/2015 to 5/18/2016

**G2.** Wards Creek will increase the number of students performing at grade level proficiency in math through disaggregation of data to drive instruction.

**G2.B1** Teachers' proficiency with connecting standards based instruction, assessment, and data.

**G2.B1.S1** Weekly meetings with grade level teams to discuss lessons and the data collected from assessments.

### PD Opportunity 1

Following the grade level assessments, teachers will meet with administration to review current data and discuss instructional focus.

#### Facilitator

Kevin Klein

#### Participants

All classroom teachers.

#### Schedule

Weekly, from 8/12/2015 to 5/19/2016

**G3.** Wards Creek will increase the number of students proficient in writing through explicit writing instruction and the implementation of daily opportunities to write across all content areas in all grade levels.

**G3.B1** Understanding of the new expectations of the FSA writing assessment

**G3.B1.S1** Provide opportunities for teachers to use the resources in order to give students multiple practice with new task demands.

**PD Opportunity 1**

Students will use new skills and strategies while writing daily in all content areas and during the writing block.

**Facilitator**

Christa Ritchie, Literacy Coach

**Participants**

all classroom teachers

**Schedule**

Weekly, from 8/12/2015 to 5/19/2016

**Technical Assistance Items**

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

**Budget**

Budget Data						
1	G1.B1.S1.A1	Professional Development for teachers in learning to assess the reading needs of their students.				\$0.00
2	G2.B1.S1.A1	Following the grade level assessments, teachers will meet with administration to review current data and discuss instructional focus.				\$0.00
3	G3.B1.S1.A1	Students will use new skills and strategies while writing daily in all content areas and during the writing block.				\$7,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0482 - Wards Creek Elementary School	General Fund		\$7,000.00
			<i>Notes: Being a Writer kits</i>			
					<b>Total:</b>	<b>\$7,000.00</b>