

C. L. Overturf Jr 6 Th Grade Center



2014-15 School Improvement Plan

C. L. Overturf Jr 6 Th Grade Center

1100 S 18TH ST, Palatka, FL 32177

clo.putnamschools.org

School Demographics

School Type

Middle

Title I

Yes

Free/Reduced Price Lunch

78%

Alternative/ESE Center

No

Charter School

No

Minority

49%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	F	D	D

School Board Approval

This plan is pending approval by the Putnam 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
Monitoring Only	2	Wayne Green
Former F	Turnaround Status	
Yes		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To build a community that fosters the development of our 6th graders and leads to their continued success.

Provide the school's vision statement

We commit to construct and maintain a culture of shared responsibility for helping all students learn at high levels.

School Environment

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

Students are placed in an advisement class where students build a relationship with that teacher. Teacher discuss individual student's grades and helps students build goals for success.

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

No students are permitted on campus before 7:20 am.
All students are housed in the auditorium with supervision until 7:50 when released to go to their classes.
Students are supervised getting on and off the buses.
Students are supervised during transition times.
Video camera are installed throughout the campus.
Positive Behavior Intervention & Supports (PBIS) is implemented.
Weekly advisement lessons focus on ASCA standards.

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

PBIS is implemented rewarding students for positive behavior and working with students who are having difficulty adhering to said rules and expectations.
School-wide Behavioral Matrix.
Tiger Pride Expectations.

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

Weekly advisement lessons focus on ASCA standards: Understanding Self, Understanding Others, Service, Giving, Study Skills, Planning, Careers, & Transitions
Peer Mediation
Small group counseling is available based on needs (grief, anger management, etc.)
One on one counseling as needed with school counselor
8 weeks of lessons from CLFC (Creating Lasting Family Connections) that focus on research based strategies for youth development

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

The MTSS team will work to support and infrastructure that allows for a three-tiered model of delivery and supervise the implementation of the MTSS framework including data reviews, needs assessments, and monitoring of the plan. The team will compile and analyze evidenced-based student interventions, data collection, graphing, and assessment. MTSS team will meet monthly to review individual student's intervention data. On-going progress monitoring will be completed, graphed, and analyzed at monthly follow-up school based MTSS team meetings.

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
	6	
Attendance below 90 percent	42	42
One or more suspensions	59	59
Course failure in ELA or Math	1	1
Level 1 on statewide assessment	104	104

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

Indicator	Grade Level	Total
	6	
Students exhibiting two or more indicators	51	51

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

MTSS School Based Team & Response to Intervention
 PLC process
 Parent Teacher Conferences
 LEP/ 504 / IEP Meetings
 Attendance: Daily attendance call outs; Letters at 3 consecutive days or 5 days total excused or unexcused; Truancy Meetings; Sunshine Club
 Behavior: Check In Check Out Sheets; PBIS; mentor groups; small group counseling
 Academics: Remediation; iReady; Journeys; Differentiated Instruction

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 accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/61922>.

Description

A PIP has been uploaded for this school or district - see the link above.

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

School Advisory Council has partnered with local businesses
Parent Support Network ensures volunteer opportunities
Partnership with St. Johns River State College for CROP (College Reach Out Program)
Mentoring program with Triple Threat offered through Mt. Olive AME Church
River City Players Community Theater and City of Palatka Mayor has partnered with CLO to help begin a drama program
Zaxby's & Chili's School Nights for fundraisers

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
Whitehurst, Tonya	Principal
Tucker, Mike	Assistant Principal
Fields, Sherri	Dean
Theobold, Jamila	Guidance Counselor
Hibbs, Melissa	Instructional Coach
Alford, Tamara	Instructional Coach

Duties

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

The school based Leadership team may consist of the members as appropriate: Principal, Assistant Principal, Reading Coach, Math Coach, School Counselor, Dean of Students, School Resource Officer, Teachers of the particular students, and other personnel as appropriate such as a staffing specialist, behavior specialists, speech and language therapists and mental health counselors for students with exceptionalities.

The Leadership Team will work to support an infrastructure that allows for a three-tiered model of delivery and supervise the implementation of the MTSS/Rtl framework including data review, needs assessments (i.e. staff training, resources, etc.) and monitoring of the annual plan. The team will compile and analyze evidenced-based student interventions, data collection, graphing and assessment. The team investigate topics related to ESE, ELL and 504 evaluation and eligibility, IEP reviews/updates, and intervention methods.

MTSS Leadership Team will meet monthly to review individual student's intervention data. SWIS data will be utilized to monitor the need for behavioral interventions. On-going progress monitoring will be

completed, graphed and analyzed at monthly follow-up school-based MTSS team meetings. At these meetings, a decision to discontinue T2 support, continue and/or modify T2 interventions or provide additional T3 support will be made. MTSS is a regular education initiative.

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

1. School leadership teams will bring prior year AMO data to the staff at the beginning of the school year. Student data will be made visual and analyzed in weekly collaborative discussions with Reading, Math and Science Coaches so that teachers can go back to their teams and facilitate data meetings. Using a tiered model of delivery of instruction (core, supplemental and intensive) a structure of block scheduling allows for a collaboration block among teachers who share like students. This time allows for instructional problem-solving:

What is the problem? From the AMO data the leadership team will identify the number and which students are not meeting grade level expectations for proficiency. Students will also take Performance Matters in the fall, winter and spring for ongoing measurement of performance.

Why are these students not meeting the benchmarks? Through classroom assessments of core instructional delivery as well as additional relevant data, teams will identify the % of students not meeting the benchmark and then identify the area for intervention. This will be recorded on the student's data tracking sheet.

What can we do to help that child meet the benchmark? Once a problem has been identified and analyzed as to the cause, the teacher, along with the school support system, will decide how to intervene. Evidence-based interventions will be delivered for 9 weeks post assessment, through the classroom or during a student's elective period in small group or individual setting. Coaches will coordinate the intervention delivery by the classroom teacher as well as on-site academic tutors hired through Title I funds. Once an intervention has been delivered it will be recorded for fidelity. Intervention impact will be measured through the results of classroom assessments, school wide assessments and the district Performance Matters all of which have a percentage goal established for mastery.

Title 1, Part A- Title 1 Part A programs are coordinated through the District Instructional Team and it includes the above mentioned personnel and the Directors of Elementary and Exceptional Student Education, and Federal Programs. This team meets at a minimum monthly and establishes and monitors program evaluation for all schools to ensure all entitlement programs' resources are available and fully implemented at each school site and that all funds are used effectively and efficiently as possible.

Title 1, Part C-Migrant-In addition to the services provided by Title 1, part A, the district uses Part C funds to improve the academic achievement of the school's migratory children. Part C initiatives are coordinated by the district IT team.

Title II-Preparing, training, and recruiting high quality teachers and principals. Initiatives to improve the quality of instruction are directed by the Local Educational Agencies. These programs are directed through the district's Curriculum and Instruction team.

Title III-The school coordinates language instruction for LEP and immigrant students to improve their academic achievement. These initiatives are supervised by the district's Curriculum and Instruction department and Federal Programs.

Title X-Homeless- The McKinney-Vento Homeless Education Assistance Improvement Act provides additional services to our students classified as Homeless. Our school also provides classroom materials to the students. We will also assist helping them with clothing to be in compliance with the dress code.

Violence Prevention Programs- Anti-bullying program, School Resource Officer, Guidance Counselor offer violence prevention/bullying lessons and presentations. CLFC works with the school two days/

week for bullying/ social skills training.

Nutrition Programs- Students participating in after school programs through or 21st Century are provided a nutritional snack.

Career and Technical Education- A technology class and Agriculture class are both provided at C. L. Overturf Sixth Grade Center. Both classes are supported through the Career Education department.

Other- TitleXI- Flexibility and Accountability includes Part B, Rural Education Initiative. These programs are administered by the Director of Staff Development.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Jamila Theobold	Teacher
Tonya Whitehurst	Principal
Misti Woods	Parent
Remahn Fells	Student
Julie Wilhite	Student
Dawn Brown	Parent
Sandy Tilton	Parent
Gregory Napier	Business/Community
Heather Kirby	Parent
Julie Sloan	Parent
Zoe Brown	Student
Bailey Brown	Student

Duties

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

Evaluation of last year's school improvement plan

Approval of School Improvement Plan, To make recommendations, give input and approval for various school decisions throughout the year by SAC committee.

Development of this school improvement plan

Various members of the SAC committee took part in the different areas of the SIP, such as parent involvement goals, discipline and attendance goals, and also Rti. Our major school goal which impacts all curriculum areas was developed as a team.

Preparation of the school's annual budget and plan

No budget funded for SAC

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

There are no funds available.

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
Whitehurst, Tonya	Principal
Tucker, Mike	Assistant Principal
Carver, Nicole	Teacher, K-12
Porch, Leigh	Instructional Media
Carter, Carolyn	Teacher, K-12
Mcdowell, Trish	Teacher, K-12
Alford, Tamara	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

Reading and Writing across all Content Areas, Close Reading, Text Marking, Silent Sustained Reading, Summer Reading Projects, School Wide Read, AR

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

Each teacher has a daily 64 minute planning period. The planning times are based on departments and they meet weekly on Tuesdays for their PLC meetings. Time is also allowed for teachers to observe their peers .

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

Teachers who are hired will be required to be highly qualified and in-field.

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

New teachers are assigned a mentor teacher that is in their common subject area. Mentor teachers have experience with helping teachers getting oriented to the beginning teacher process.

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

All curriculum is aligned to the Florida Standards. Teachers were trained on how to unpack their standards. Curriculum guides are provided through the district. Teachers had inservice to plan together and also use their PLC time to plan instruction.

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

Teachers meet weekly in PLC meetings to discuss student data and ways to differentiate and enrich instruction. Language Arts teachers are using the Journey's curriculum which provides time for differentiation and enrichment. Math teachers are using MFAS in which students complete tasks and are grouped based on a rubric. The students are then grouped based on their skill level.

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: 6,300

The school day is extended for 2014-2015 adding 35 minutes daily which totals 6300 minutes of additional instruction.

Strategy Rationale

The strategy was put in place to give teachers planning time during the school day and also provide an additional 35 minutes of instruction daily,

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Whitehurst, Tonya, twhitehurst@my.putnamschools.org

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

Standardized test scores

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

5th Grade Orientation

Camp Rise - 3 day summer day camp to build relationships and familiarize students with the school

and faculty
7th Grade Orientation

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

CROP
Month April will be Career Month
Quarterly College Day

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

N/A

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

N/A

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

N/A

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.** Implement PLC process to use formative assessment data to plan for instruction, remediation, and enrichment.

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. Implement PLC process to use formative assessment data to plan for instruction, remediation, and enrichment. 1a

G043697

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	40.0
FSA - Mathematics - Proficiency Rate	40.0
Students in sixth grade exhibiting two or more EWS indicators	5.0

Resources Available to Support the Goal 2

- PLC at work PD
- Journeys Curriculum
- District support
- Master schedule to include common planning
- Formative assessment tools (MFAS, ELFAS, Performance Matters)
- Performance Matters
- Common assessment and progress monitoring
- Coaches
- MTSS Framework
- District wide curriculum maps all core subjects
- Built in remediation time
- Teachers collaborate during common planning
- PLC forms/ accountability
- Solid foundation
- 6 teachers being trained in Literacy Design Collaborative Model
- Teacher leaders

Targeted Barriers to Achieving the Goal 3

- Purpose of PLC forms
- Lack of established norms for PLCs
- Lack of tracking of remediation
- Enough resources for remediation and enrichment (lack of knowing how to use)
- Lack of fidelity with common assessment-teachers administration and management
- Lack of differentiate and what to use
- Lack of knowledge on how to differentiate and what to use
- How to use data to plan for instruction
- Maintaining urgency all year
- Consistently planning quality lessons

- Understanding of FL standards and how they are going to be assessed
- Teachers finding value/buy-in in PLC time
- Homogeneous class
- Lack of focus or effectiveness when Administration is not present in PLC
- Teacher leaders not fully/truly trained in the PLC process
- Lack of understanding the purpose of the PLC Process
- Lack of tracking and use of formative assessments
- Lack of differentiated instruction in all content areas

Plan to Monitor Progress Toward G1. 8

District assessments & school based assessments will show an increase in students' proficiency and learning gains.

Person Responsible

Melissa Hibbs

Schedule

Quarterly, from 8/20/2014 to 6/5/2015

Evidence of Completion

Common assessment data

Plan to Monitor Progress Toward G1. 8

Increase in student performance on formative and summative assessments throughout the year

Person Responsible

Tonya Whitehurst

Schedule

Monthly, from 9/30/2014 to 5/26/2015

Evidence of Completion

Quarterly Data Chats

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. Implement PLC process to use formative assessment data to plan for instruction, remediation, and enrichment. **1**

 G043697

G1.B24 Lack of understanding the purpose of the PLC Process **2**

 B107616

G1.B24.S4 Implementation and follow-through of the PLC process **4**

 S119066

Strategy Rationale

To monitor fidelity and validity of the PLC process

Action Step 1 **5**

Attend the PLC at Work Training

Person Responsible

Tonya Whitehurst

Schedule

On 6/19/2014

Evidence of Completion

Agendas, Materials, Notes

Action Step 2 5

SBLT Team will meet to determine how to implement at CLO and how to roll out to staff

Person Responsible

Tonya Whitehurst

Schedule

On 7/8/2014

Evidence of Completion

Agenda, minutes, a developed road map, Purposeful PLC forms

Action Step 3 5

Present the road map to all instructional staff

Person Responsible

Tonya Whitehurst

Schedule

On 8/11/2014

Evidence of Completion

Agenda and sign in sheets, copies of presentation

Action Step 4 5

Gradual Release of PLC Process between teacher leaders and another member of the SBLT

Person Responsible

Tonya Whitehurst

Schedule

Monthly, from 8/26/2014 to 10/28/2014

Evidence of Completion

administration observations (look-fors and indicators)

Action Step 5 5

Monitoring the implementation through admin. Team and teacher feedback

Person Responsible

Tonya Whitehurst

Schedule

Monthly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Share with PLC groups with admin reflection and adjustments being made if needed

Plan to Monitor Fidelity of Implementation of G1.B24.S4 6

Email attendees to remind of training

Person Responsible

Tonya Whitehurst

Schedule

On 6/10/2014

Evidence of Completion

Email/Text

Plan to Monitor Fidelity of Implementation of G1.B24.S4 6

Select dates for follow-up and invite attendees

Person Responsible

Mike Tucker

Schedule

On 5/30/2014

Evidence of Completion

calendar and email

Plan to Monitor Fidelity of Implementation of G1.B24.S4 6

Secure Location, Materials, Invite attendees

Person Responsible

Melissa Hibbs

Schedule

On 8/11/2014

Evidence of Completion

Confirmation, Copies, Welcome Back Letter

Plan to Monitor Fidelity of Implementation of G1.B24.S4 6

Create a schedule that indicates the partnership, topics, and dates

Person Responsible

Stephanie Lyons

Schedule

On 7/30/2014

Evidence of Completion

PLC Calendar

Plan to Monitor Fidelity of Implementation of G1.B24.S4 6

PLC forms will be reviewed at Monday leadership meeting

Person Responsible

Sherri Fields

Schedule

Weekly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Agenda and minutes

Plan to Monitor Effectiveness of Implementation of G1.B24.S4 7

Teacher feedback and a reduced # of adjustments made through the year

Person Responsible

Tonya Whitehurst


Schedule

Monthly, from 8/20/2014 to 6/5/2015

Evidence of Completion

observational tool and teacher feedback

G1.B25 Lack of tracking and use of formative assessments 2

 B110705

G1.B25.S1 Formative Assessment PD -Define F.A. -Developing quality F.A.'s -How to use to drive instruction across all areas -Tracking the results of F.A.'s 4

 S122141

Strategy Rationale

To have a clear understanding of the role of formative assessments in driving instruction

Action Step 1 5

Attend District ELFAS/MFAS Training

Person Responsible

Melissa Hibbs

Schedule

On 7/23/2014

Evidence of Completion

Notes, Materials, Agenda

Action Step 2 5

Plan for Formative Assessment PD

Person Responsible

Melissa Hibbs

Schedule

On 7/8/2014

Evidence of Completion

Agenda, Minutes, Developed Plan for the PD with Responsibilities,

Action Step 3 5

Formative Assessment PD

Person Responsible

Melissa Hibbs

Schedule

On 8/12/2014

Evidence of Completion

Agenda, notes, Materials, common tracking sheet

Action Step 4 5

Monitor the use of the F.A. Data in the PLC Process

Person Responsible

Tonya Whitehurst

Schedule

Weekly, from 8/20/2014 to 6/5/2015

Evidence of Completion

PLC forms, feedback to teams, observations, Assessment Calendar

Plan to Monitor Fidelity of Implementation of G1.B25.S1 6

Email Attendees reminder of dates

Person Responsible

Mike Tucker

Schedule

On 6/30/2014

Evidence of Completion

Email

Plan to Monitor Fidelity of Implementation of G1.B25.S1 6

Select Dates and Invite attendees

Person Responsible

Mike Tucker

Schedule

On 6/15/2014

Evidence of Completion

Calendar and Email

Plan to Monitor Fidelity of Implementation of G1.B25.S1 6

Mail Welcome Back! Letter content

Person Responsible

Tonya Whitehurst

Schedule

On 7/31/2014

Evidence of Completion

Letter and attendance

Plan to Monitor Fidelity of Implementation of G1.B25.S1 6

Attend PLC's

Person Responsible

Tonya Whitehurst

Schedule

Weekly, from 8/20/2014 to 6/5/2015

Evidence of Completion

Observations

Plan to Monitor Effectiveness of Implementation of G1.B25.S1 7

Teacher feedback and a reduced # of adjustments made through the yearservational tool and teacher feedback

Person Responsible

Tonya Whitehurst


Schedule

Monthly, from 8/20/2014 to 6/5/2015


Evidence of Completion

observational tool and teacher feedback

G1.B26 Lack of differentiated instruction in all content areas **2**

 B110759

G1.B26.S6 Develop and deliver high quality PD to include classroom applications across all content areas. **4**

 S122208

Strategy Rationale

To have a clear understanding of how DI fits in all classrooms

Action Step 1 **5**

Develop plan for Differentiated Instruction PD

Person Responsible

Tonya Whitehurst

Schedule

On 10/3/2014

Evidence of Completion

Agenda, Developed plan

Action Step 2 **5**

Deliver PD

Person Responsible

Tonya Whitehurst

Schedule

On 10/3/2014

Evidence of Completion

Agenda, Minutes, Presentation

Action Step 3 5

Monitoring the implementation of DI through admin observations and teacher feedback

Person Responsible

Tonya Whitehurst

Schedule

Monthly, from 8/20/2014 to 6/5/2015

Evidence of Completion

lessons plans, PLC forms, classroom observations

Plan to Monitor Fidelity of Implementation of G1.B26.S6 6

Select dates from planning

Person Responsible

Mike Tucker

Schedule

On 8/31/2014

Evidence of Completion

calendar

Plan to Monitor Fidelity of Implementation of G1.B26.S6 6

Creation of Materials and email teachers

Person Responsible

Tonya Whitehurst

Schedule

On 9/26/2014

Evidence of Completion

email, materials

Plan to Monitor Fidelity of Implementation of G1.B26.S6 6

Schedule weekly observations

Person Responsible

Tonya Whitehurst

Schedule

Weekly, from 10/6/2014 to 6/5/2015

Evidence of Completion

Leadership Meeting Notes

Plan to Monitor Effectiveness of Implementation of G1.B26.S6 7

Teacher feedback and a reduced # of adjustments made through the year

Person Responsible

Tonya Whitehurst

Schedule

Monthly, from 8/20/2014 to 6/5/2015

Evidence of Completion

observational tool and teacher feedback

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.B24.S4.A1	Attend the PLC at Work Training	Whitehurst, Tonya	6/17/2014	Agendas, Materials, Notes	6/19/2014 one-time
G1.B25.S1.A1	Attend District ELFAS/MFAS Training	Hibbs, Melissa	7/22/2014	Notes, Materials, Agenda	7/23/2014 one-time
G1.B26.S6.A1	Develop plan for Differentiated Instruction PD	Whitehurst, Tonya	9/15/2014	Agenda, Developed plan	10/3/2014 one-time
G1.B24.S4.A2	SBLT Team will meet to determine how to implement at CLO and how to roll out to staff	Whitehurst, Tonya	7/7/2014	Agenda, minutes, a developed road map, Purposeful PLC forms	7/8/2014 one-time
G1.B25.S1.A2	Plan for Formative Assessment PD	Hibbs, Melissa	7/7/2014	Agenda, Minutes, Developed Plan for the PD with Responsibilities,	7/8/2014 one-time
G1.B26.S6.A2	Deliver PD	Whitehurst, Tonya	10/3/2014	Agenda, Minutes, Presentation	10/3/2014 one-time
G1.B24.S4.A3	Present the road map to all instructional staff	Whitehurst, Tonya	8/11/2014	Agenda and sign in sheets, copies of presentation	8/11/2014 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B25.S1.A3	Formative Assessment PD	Hibbs, Melissa	8/11/2014	Agenda, notes, Materials, common tracking sheet	8/12/2014 one-time
G1.B26.S6.A3	Monitoring the implementation of DI through admin observations and teacher feedback	Whitehurst, Tonya	8/20/2014	lessons plans, PLC forms, classroom observations	6/5/2015 monthly
G1.B24.S4.A4	Gradual Release of PLC Process between teacher leaders and another member of the SBLT	Whitehurst, Tonya	8/26/2014	administration observations (look-fors and indicators)	10/28/2014 monthly
G1.B25.S1.A4	Monitor the use of the F.A. Data in the PLC Process	Whitehurst, Tonya	8/20/2014	PLC forms, feedback to teams, observations, Assessment Calendar	6/5/2015 weekly
G1.B24.S4.A5	Monitoring the implementation through admin. Team and teacher feedback	Whitehurst, Tonya	8/25/2014	Share with PLC groups with admin reflection and adjustments being made if needed	6/5/2015 monthly
G1.MA1	District assessments & school based assessments will show an increase in students' proficiency and learning gains.	Hibbs, Melissa	8/20/2014	Common assessment data	6/5/2015 quarterly
G1.MA2	Increase in student performance on formative and summative assessments throughout the year	Whitehurst, Tonya	9/30/2014	Quarterly Data Chats	5/26/2015 monthly
G1.B25.S1.MA1	Teacher feedback and a reduced # of adjustments made through the yearservational tool and teacher feedback	Whitehurst, Tonya	8/20/2014	observational tool and teacher feedback	6/5/2015 monthly
G1.B25.S1.MA1	Email Attendees reminder of dates	Tucker, Mike	6/30/2014	Email	6/30/2014 one-time
G1.B25.S1.MA2	Select Dates and Invite attendees	Tucker, Mike	6/15/2014	Calendar and Email	6/15/2014 one-time
G1.B25.S1.MA3	Mail Welcome Back! Letter content	Whitehurst, Tonya	7/31/2014	Letter and attendance	7/31/2014 one-time
G1.B25.S1.MA4	Attend PLC's	Whitehurst, Tonya	8/20/2014	Observations	6/5/2015 weekly
G1.B24.S4.MA1	Teacher feedback and a reduced # of adjustments made through the year	Whitehurst, Tonya	8/20/2014	observational tool and teacher feedback	6/5/2015 monthly
G1.B24.S4.MA1	Email attendees to remind of training	Whitehurst, Tonya	6/10/2014	Email/Text	6/10/2014 one-time
G1.B24.S4.MA2	Select dates for follow-up and invite attendees	Tucker, Mike	5/30/2014	calendar and email	5/30/2014 one-time
G1.B24.S4.MA3	Secure Location, Materials, Invite attendees	Hibbs, Melissa	5/26/2014	Confirmation, Copies, Welcome Back Letter	8/11/2014 one-time
G1.B24.S4.MA4	Create a schedule that indicates the partnership, topics, and dates	Lyons, Stephanie	7/30/2014	PLC Calendar	7/30/2014 one-time
G1.B24.S4.MA5	PLC forms will be reviewed at Monday leadership meeting	Fields, Sherri	8/25/2014	Agenda and minutes	6/5/2015 weekly
G1.B26.S6.MA1	Teacher feedback and a reduced # of adjustments made through the year	Whitehurst, Tonya	8/20/2014	observational tool and teacher feedback	6/5/2015 monthly
G1.B26.S6.MA1	Select dates from planning	Tucker, Mike	8/31/2014	calendar	8/31/2014 one-time
G1.B26.S6.MA2	Creation of Materials and email teachers	Whitehurst, Tonya	9/26/2014	email, materials	9/26/2014 one-time
G1.B26.S6.MA3	Schedule weekly observations	Whitehurst, Tonya	10/6/2014	Leadership Meeting Notes	6/5/2015 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. Implement PLC process to use formative assessment data to plan for instruction, remediation, and enrichment.

G1.B24 Lack of understanding the purpose of the PLC Process

G1.B24.S4 Implementation and follow-through of the PLC process

PD Opportunity 1

Attend the PLC at Work Training

Facilitator

PLC at Work

Participants

Tonya Whitehurst, Mike Tucker, Jamila Theobold, Stephanie Lyons, Stephanie Smith, Erika Middleton, Carolyn Carter, Trish McDowell, Sherri Fields

Schedule

On 6/19/2014

PD Opportunity 2

Present the road map to all instructional staff

Facilitator

SBLT Team

Participants

All instructional faculty

Schedule

On 8/11/2014

G1.B25 Lack of tracking and use of formative assessments

G1.B25.S1 Formative Assessment PD -Define F.A. -Developing quality F.A.'s -How to use to drive instruction across all areas -Tracking the results of F.A.'s

PD Opportunity 1

Attend District ELFAS/MFAS Training

Facilitator

MFAS Trainers and Michelle Tucker

Participants

Math teachers and coach

Schedule

On 7/23/2014

PD Opportunity 2

Formative Assessment PD

Facilitator

Melissa Hibbs, Erika Middleton, Stephanie Smith, Trish McDowell

Participants

CLO Instructional Staff

Schedule

On 8/12/2014

G1.B26 Lack of differentiated instruction in all content areas

G1.B26.S6 Develop and deliver high quality PD to include classroom applications across all content areas.

PD Opportunity 1

Deliver PD

Facilitator

Differentiated Accountability Team

Participants

CLO Instructional Staff

Schedule

On 10/3/2014

Technical Assistance Items

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

Budget Rollup

Summary	
Description	Total
Grand Total	0