

Lawton Chiles Elementary

11001 BLOOMFIELD DR, Orlando, FL 32825

[no web address on file]

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
78%

Alternative/ESE Center
No

Charter School
No

Minority
83%

School Grades History

| Year | 2013-14 | 2012-13 | 2011-12 | 2010-11 |
|-------|---------|---------|---------|---------|
| Grade | B | C | B | A |

School Board Approval

This plan was approved by the Orange County School Board on 2/10/2015.

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 or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

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

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To lead our students to success with the support and involvement of families and the community.

Provide the school's vision statement

To be the top producer of successful students in the nation.

School Environment

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

A school wide multicultural fair is held in which students learn about and celebrate various cultures. During the month of October students research, design and create various projects to extend their learning about their culture and others. Parents are invited to come to the Multicultural Fair to view student projects. Our chorus department also performs multicultural songs and dances during this event.

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

Students are monitored during all transitions and activities to ensure students feel safe. Instructional and classified staff members are located in various locations around the school campus before and after school to ensure the safety of all students.

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

Lawton Chiles Elementary has established disciplinary protocols. All incidents are documented with the time, description of the incident, and the location. Communication takes place between the teacher, student, and parents to process incidents and prevent similar incidents from reoccurring. Behavior expectations in the classroom and common areas are reviewed and posted regularly. Students are expected to behave appropriately to ensure learning for all students. Positive reinforcements are encouraged and celebrated by school personnel to ensure students are meeting behavioral 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

Lawton Chiles Elementary meets the emotional needs of students through several various avenues. We offer classroom guidance and small group counseling throughout the school year on a variety of topics. Students also have access to our behavioral support team and social skills classes if needed. Individual counseling is also available through SEDNET counseling agencies upon parent request. Our SEDNET agencies offer in school and in home mental health, behavioral and case management services. We have also partnered with Alternative Directions, a SEDNET agency, to provide free parenting classes to assist parents with strategies to improve the parent child relationship.

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 attendance clerk and guidance counselor monitor attendance monthly, send home warning letters when warranted, hold attendance Child Study Team Meeting with social worker. The Principal recognizes perfect attendance with quarterly recognitions.

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

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

| Indicator | Grade Level | | | | | | Total |
|---------------------------------|-------------|----|----|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | |
| Attendance below 90 percent | 17 | 21 | 13 | 10 | 12 | 12 | 85 |
| One or more suspensions | 3 | 11 | 6 | 2 | 3 | 7 | 32 |
| Course failure in ELA or Math | 0 | 0 | 12 | 29 | 17 | 15 | 73 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 26 | 29 | 35 | 90 |

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

| Indicator | Grade Level | | | | | | Total |
|--|-------------|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | |
| Students exhibiting two or more indicators | 3 | 3 | 5 | 19 | 15 | 11 | 56 |

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

Tutoring is provided beginning in October through the end of the school year to support students needing increased academic support. Reading resource teachers support the bottom 30% of students and ESE students by providing small group instruction daily. Specific instructional diagnosis and plans are updated bi-weekly by the bottom 30% data manager.

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/177557>.

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

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 through partnering with faith based organizations to provide community building service projects, facility use agreements with Boy/Girl Scouts and faith based organizations. Incentives for student achievement are provided through these organizations as well as other local community partnerships.

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 |
|---------------|-----------|
| Burke, Sheila | Principal |

Duties

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

The school leadership team meets weekly to discuss student data, plan professional development activities for teachers, and review teacher observations. The school leadership team is responsible for ensuring the 8 step problem solving process is instituted with fidelity. The leadership team consists of Sheila Burke - Principal; Tamara Collins - Assistant Principal; Kim Rublaitus-CRT; Zaida Torres-CCT; Audrey Dickie - Data Manager/Reading Resource

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

Lawton Chiles follows district procedures regarding hiring of personnel and use of adopted curriculum materials. In order to meet the needs of all students and maximize outcomes, teachers in grades 3-5 are departmentalized. Teachers are grouped in subject area pairs; 1 ELA teacher, and 1 Math/ Science teacher. The bottom 30% of all students have been identified using FCAT data. The individual instructional plans for these students are being created and monitored bi-weekly by the data manager, teachers, and the leadership team. The bottom 30% of students will receive morning and afternoon tutoring in reading and math. Tutoring funds and tutoring materials are paid for using Title I dollars. K-2 students receive Tier 3 interventions from an hourly support reading teacher. This teacher is paid for using SAI funds.

School Advisory Council (SAC)

Membership

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

| Name | Stakeholder Group |
|-------------------------|----------------------------|
| Sheila Burke | Principal |
| Kim Rublaitus | Education Support Employee |
| Stacy Perez | Teacher |
| Leslie Murphy | Parent |
| Ben Ferringer | Parent |
| Esperanza Rosa | Parent |
| Zaida Torres | Parent |
| Darlene Alvarez-Johnson | Education Support Employee |
| Christina Sanchez | Teacher |
| Jennifer Velazquez | Business/Community |
| Kathryn Riggan | Teacher |
| Dana May | Parent |
| Laurie Depagnier | Parent |
| Kathleen Phillips | 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

We reviewed/revised last year's SIP Plan with the SAC.

Development of this school improvement plan

The SAC meets monthly to discuss topics such as assessment data, Title I compliance/parental involvement, ideas to meet achievement goals, and annual parent survey.

Preparation of the school's annual budget and plan

The district and Title I funds make up our school's annual budget.

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

\$7,761.84 is budgeted currently in the school improvement fund. Last year SAC voted to use \$1,200 to purchase safety signs for the campus. Math tutoring and computer based instruction materials will be purchased with these funds this year.

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 |
|---------------|-----------|
| Burke, Sheila | Principal |

Duties

Describe how the LLT promotes literacy within the school

The literacy team promotes reading in several ways. The literacy team is responsible for supporting our Accelerated Reader program. Each week the literacy team reviews student's progress toward their AR goals. The team calculates the overall percentage per classroom and posts this information on the school's Share Point website. Classes that score 100% each week are then celebrated over the morning announcements. Students who reach various point levels receive positive reinforcements. There are several parent involvement nights in which parents learn how to support our reading initiatives and help their children become better readers.

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

Teachers have common planning times to facilitate collaborative planning and instruction. Teachers meet weekly in PLC's to discuss student data. Teacher and student success is celebrated with verbal and non verbal incentives.

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

The principal, Sheila Burke, is the main person responsible for recruiting and retaining teachers. The focus at Lawton Chiles is on on students. We do a lot to motivate and recognize students and teachers. This creates a "family" environment where people feel like they are rewarded and recognized. Having a good reputation and providing excellent customer service is the type of school that people want to work! Since we are a Title I school, all teachers have to be highly qualified.

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

New teachers are paired up with experienced teachers on their grade level for mentoring. We host monthly meetings for both new teachers and mentors. We host a first week meeting for new teachers to introduce the beginning teacher criteria. We also hold a breakfast for both new teachers and mentors to get to know each other in the beginning of the year. The mentors meet with the new teachers as often as needed, all meetings are documented in a journal. The mentors use an online tracking tool to monitor the accomplished tasks of the new teachers throughout the school year.

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

The district provides our current CCS curriculum. District online support ensures alignment to the Florida Standards through IMS where MTP's and the Scope and Sequence for each subject assist teachers with planning rigorous lessons.

Instructional Strategies

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

The MTSS team is the main school group that researches, reviews, develops, and help implement MTSS. The team members meet monthly for Child Study Team meetings to help problem solve and guide the MTSS process. Teachers identify at risk students based on classroom performance and assessment data. The MTSS team (includes teachers who work with the students) meets to discuss appropriate interventions and strategies to address identified needs. The principal assigns tasks to team members regarding instructional materials, who will provide interventions, and progress monitoring duties.

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: 6,280

Our tutoring program will begin in October of 2014 and will continue through the end of the school year. Tutoring will take place Monday and Wednesday mornings from 7:15-8:15 am and Tuesday and Thursday from 3:15-4:15 pm. The tutoring program is an extension of our common intervention piece, for grades 3-5. However, we are targeting our students who are performing below grade level in all grades. We will focus on those students who are scoring below a 70% on the weekly skill that is being taught within the common intervention time. Our weekly tutoring skills will be the same as the common intervention time, but will take place several weeks after. This will give the students opportunity to learn that skill in their classroom (during the common intervention time), and then will revisit that same skill weeks later in tutoring. After each week of tutoring instruction, the students will have an assessment piece that will track their progress on each of the specific skills.

Strategy Rationale

Increased student achievement

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Burke, Sheila, sheila.burke@ocps.net

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

Teachers will assess on the given skill at the end of each week. They will keep track of their data on share point. During weekly PLC meetings, the data will be discussed and specific plans will be developed to provide support in deficient academic areas.

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

In order to help prepare our incoming students and parents for Kindergarten, we provide our community day cares with Kindergarten readiness skills and resources that they can access to work with their children at home. At the beginning of Kindergarten the FLKRS assessment is given to all students to provide teachers with base line data of how their students are prepared for Kindergarten. This data is provided to the state to help assess the effectiveness of VPK programs. Parents are welcome to join their children on the first day of school. We hold a "Boo Hoo breakfast" for our Kindergarten parents to help ease their nervousness and answers questions about the school. Parents are also invited to Meet the Teacher and Open House. Our 4th & 5th grade students participate in the AVID program. Each Wednesday, our staff wears a shirt from a college or university. Our hallways are designated with the names of various colleges and universities. Fifth grade students will take a field trip to Valencia College so that they can have the experience of being on a college campus.

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

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

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step **S123456** = Quick Key

Strategic Goals Summary

- G1.** Student achievement will increase due to differentiated instruction designed to meet the needs of all students using the MTSS process.

- G2.** Student achievement will increase through the use of rigorous lessons aligned to the FSA standards utilizing the Marzano Framework.

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. Student achievement will increase due to differentiated instruction designed to meet the needs of all students using the MTSS process. 1a

G037452

Targets Supported 1b

| Indicator | Annual Target |
|----------------------------|---------------|
| AMO Reading - All Students | 75.0 |

Resources Available to Support the Goal 2

- Administrative and Resource Team
- MTSS Team
- Progress monitoring and assessment data
- Research based instructional and intervention materials

Targeted Barriers to Achieving the Goal 3

- Teacher's lack of familiarity with differentiated instruction.
- Teacher lack of knowledge regarding analyzing data.

Plan to Monitor Progress Toward G1. 8

iObservation feedback, Benchmark assessments, Journeys assessments, Monthly Child-Study team meetings

Person Responsible

Sheila Burke

Schedule

Monthly, from 9/2/2014 to 5/27/2015

Evidence of Completion

Benchmark assessments, Journeys assessments, MTSS documentation

G2. Student achievement will increase through the use of rigorous lessons aligned to the FSA standards utilizing the Marzano Framework. 1a

G037451

Targets Supported 1b

| Indicator | Annual Target |
|----------------------------|---------------|
| AMO Reading - All Students | 75.0 |

Resources Available to Support the Goal 2

- OCPS Instructional Management System
- Marzano Framework
- CPALMS
- Performance Matters
- FSA Test Item Specifications
- Hess DOK
- PDS Online

Targeted Barriers to Achieving the Goal 3

- Teacher's lack of familiarity with planning and implementing rigorous standard based lessons.
- Teacher's lack of understanding regarding Marzano DQ 3 & DQ 4 elements.

Plan to Monitor Progress Toward G2. 8

Benchmark tests, Journey's weekly assessments, iObservation data

Person Responsible

Sheila Burke

Schedule

Monthly, from 10/22/2014 to 5/27/2015

Evidence of Completion


Performance Matters data, Journey's assessments, iObservation data

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. Student achievement will increase due to differentiated instruction designed to meet the needs of all students using the MTSS process. **1**

 G037452

G1.B1 Teacher's lack of familiarity with differentiated instruction. **2**

 B089992

G1.B1.S1 Increase teacher knowledge by providing professional development on differentiated instructional strategies. **4**

 S100736

Strategy Rationale

Differentiated instructional strategies will lead to increased student achievement for all students.

Action Step 1 **5**

Provide professional development on effective differentiated instructional strategies.

Person Responsible

Sheila Burke

Schedule

Monthly, from 9/3/2014 to 5/27/2015

Evidence of Completion

Sign in sheets, reflections logs, exit slips, agenda

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

iObservation feedback data, classroom observations, PLC meetings

Person Responsible

Sheila Burke

Schedule

Weekly, from 9/2/2014 to 5/27/2015

Evidence of Completion

Scaffolding of instruction during classroom observations, and effective use of student grouping

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

Lesson plan reviews, iObservation feedback, classroom observations

Person Responsible

Sheila Burke

Schedule

Biweekly, from 9/2/2014 to 5/27/2015


Evidence of Completion

Lesson plan feedback, assessment data, and observation feedback

G1.B2 Teacher lack of knowledge regarding analyzing data. 2

 B089993

G1.B2.S1 Provide professional development on analyzing data. 4

 S100737

Strategy Rationale

Analyzing data effectively drives teacher instruction and leads to improved student achievement.

Action Step 1 5

Provide professional development for analyzing data to drive instructional decisions.

Person Responsible

Sheila Burke

Schedule

Monthly, from 10/22/2014 to 5/27/2015

Evidence of Completion

Sign in sheets, Reflection logs, exit slips

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

Observe grade level data meetings

Person Responsible

Sheila Burke

Schedule

Weekly, from 10/22/2014 to 5/27/2015

Evidence of Completion

Observation of teachers analyzing and forming small groups based on data.

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

Analyze progress monitoring data to ensure students in small groups are making academic gains.

Person Responsible

Sheila Burke

Schedule

Biweekly, from 10/22/2014 to 5/27/2015


Evidence of Completion

Assessment data uploaded to Share Point

G2. Student achievement will increase through the use of rigorous lessons aligned to the FSA standards utilizing the Marzano Framework. 1

 G037451

G2.B1 Teacher's lack of familiarity with planning and implementing rigorous standard based lessons. 2

 B089990

G2.B1.S1 Provide professional development on IMS, Hess' DOK, and Marzano Design Questions 3 & 4 and the corresponding elements. 4

 S100733

Strategy Rationale

Teachers become more familiar with components of rigorous standard based instruction.

Action Step 1 5

Teachers will complete trainings on IMS, Hess' DOK, and Marzano Design Questions 3 & 4 and the corresponding elements.

Person Responsible

Sheila Burke

Schedule

Monthly, from 8/12/2014 to 5/27/2015

Evidence of Completion

Sign in sheets, exit slips, agendas

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

Evidence of lesson plans exhibiting Hess' DOK Levels 3 & 4 and Marzano's Design Questions 3 & 4

Person Responsible

Sheila Burke

Schedule

Biweekly, from 10/22/2014 to 5/27/2015

Evidence of Completion

Teacher understanding of Hess' DOK Levels 3 & 4 and Marzano Design Questions 3 & 4 will be deepened as evidenced through classroom walkthroughs, iObservation, and lesson plans.

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

Teacher iObservation data and classroom walk-through documented feedback

Person Responsible

Sheila Burke


Schedule

Weekly, from 10/22/2014 to 5/27/2015


Evidence of Completion

Leadership team meeting notes

G2.B2 Teacher's lack of understanding regarding Marzano DQ 3 & DQ 4 elements. 2

 B089991

G2.B2.S1 Effective implementation of Design Questions 3 & 4 during common planning 4

 S100735

Strategy Rationale

Teachers become more familiar with components of rigorous standard based instruction.

Action Step 1 5

During PLC's resource teachers will review components of Design Questions 3 & 4 elements.

Person Responsible

Sheila Burke

Schedule

Biweekly, from 8/26/2014 to 5/27/2015

Evidence of Completion

Exit slips, Lesson plans and improved instructional strategies exhibiting Design Question 3 & 4.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Documented classroom walk-throughs, iObservation feedback, Lesson plans

Person Responsible

Sheila Burke

Schedule

Biweekly, from 8/26/2014 to 5/27/2015

Evidence of Completion

Lesson plans and classroom walk-throughs exhibiting elements from Design Question 3 & 4.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Review lesson plans, classroom walk-through data will be used to identify teachers still needing further support will receive additional assistance.

Person Responsible

Sheila Burke

Schedule

Biweekly, from 10/22/2014 to 5/27/2015

Evidence of Completion

Rigorous lesson plans, Benchmark assessments, iObservation 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 |
|--------------|--|---------------|-------------------------------|--|--------------------|
| G2.B1.S1.A1 | Teachers will complete trainings on IMS, Hess' DOK, and Marzano Design Questions 3 & 4 and the corresponding elements. | Burke, Sheila | 8/12/2014 | Sign in sheets, exit slips, agendas | 5/27/2015 monthly |
| G2.B2.S1.A1 | During PLC's resource teachers will review components of Design Questions 3 & 4 elements. | Burke, Sheila | 8/26/2014 | Exit slips, Lesson plans and improved instructional strategies exhibiting Design Question 3 & 4. | 5/27/2015 biweekly |
| G1.B1.S1.A1 | Provide professional development on effective differentiated instructional strategies. | Burke, Sheila | 9/3/2014 | Sign in sheets, reflections logs, exit slips, agenda | 5/27/2015 monthly |
| G1.B2.S1.A1 | Provide professional development for analyzing data to drive instructional decisions. | Burke, Sheila | 10/22/2014 | Sign in sheets, Reflection logs, exit slips | 5/27/2015 monthly |
| G1.MA1 | iObservation feedback, Benchmark assessments, Journeys assessments, Monthly Child-Study team meetings | Burke, Sheila | 9/2/2014 | Benchmark assessments, Journeys assessments, MTSS documentation | 5/27/2015 monthly |
| G1.B1.S1.MA1 | Lesson plan reviews, iObservation feedback, classroom observations | Burke, Sheila | 9/2/2014 | Lesson plan feedback, assessment data, and observation feedback | 5/27/2015 biweekly |
| G1.B1.S1.MA1 | iObservation feedback data, classroom observations, PLC meetings | Burke, Sheila | 9/2/2014 | Scaffolding of instruction during classroom observations, and effective use of student grouping | 5/27/2015 weekly |
| G1.B2.S1.MA1 | Analyze progress monitoring data to ensure students in small groups are making academic gains. | Burke, Sheila | 10/22/2014 | Assessment data uploaded to Share Point | 5/27/2015 biweekly |
| G1.B2.S1.MA1 | Observe grade level data meetings | Burke, Sheila | 10/22/2014 | Observation of teachers analyzing and forming small groups based on data. | 5/27/2015 weekly |
| G2.MA1 | Benchmark tests, Journey's weekly assessments, iObservation data | Burke, Sheila | 10/22/2014 | Performance Matters data, Journey's assessments, iObservation data | 5/27/2015 monthly |
| G2.B1.S1.MA1 | Teacher iObservation data and classroom walk-through documented feedback | Burke, Sheila | 10/22/2014 | Leadership team meeting notes | 5/27/2015 weekly |
| G2.B1.S1.MA1 | Evidence of lesson plans exhibiting Hess' DOK Levels 3 & 4 and Marzano's Design Questions 3 & 4 | Burke, Sheila | 10/22/2014 | Teacher understanding of Hess' DOK Levels 3 & 4 and Marzano Design Questions 3 & 4 will be deepened as evidenced through classroom | 5/27/2015 biweekly |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|--------------|--|---------------|-------------------------------|--|-----------------------|
| | | | | walkthroughs, iObservation, and lesson plans. | |
| G2.B2.S1.MA1 | Review lesson plans, classroom walk-through data will be used to identify teachers still needing further support will receive additional assistance. | Burke, Sheila | 10/22/2014 | Rigorous lesson plans, Benchmark assessments, iObservation feedback | 5/27/2015 biweekly |
| G2.B2.S1.MA1 | Documented classroom walk-throughs, iObservation feedback, Lesson plans | Burke, Sheila | 8/26/2014 | Lesson plans and classroom walk-throughs exhibiting elements from Design Question 3 & 4. | 5/27/2015 biweekly |

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Student achievement will increase due to differentiated instruction designed to meet the needs of all students using the MTSS process.

G1.B1 Teacher's lack of familiarity with differentiated instruction.

G1.B1.S1 Increase teacher knowledge by providing professional development on differentiated instructional strategies.

PD Opportunity 1

Provide professional development on effective differentiated instructional strategies.

Facilitator

Sheila Burke

Participants

Instructional staff K-5

Schedule

Monthly, from 9/3/2014 to 5/27/2015

G1.B2 Teacher lack of knowledge regarding analyzing data.

G1.B2.S1 Provide professional development on analyzing data.

PD Opportunity 1

Provide professional development for analyzing data to drive instructional decisions.

Facilitator

Audrey Dickie

Participants

Instructional staff K-5

Schedule

Monthly, from 10/22/2014 to 5/27/2015

G2. Student achievement will increase through the use of rigorous lessons aligned to the FSA standards utilizing the Marzano Framework.

G2.B1 Teacher's lack of familiarity with planning and implementing rigorous standard based lessons.

G2.B1.S1 Provide professional development on IMS, Hess' DOK, and Marzano Design Questions 3 & 4 and the corresponding elements.

PD Opportunity 1

Teachers will complete trainings on IMS, Hess' DOK, and Marzano Design Questions 3 & 4 and the corresponding elements.

Facilitator

Principal (Sheila Burke), Assistant Principal (Tamara Collins), CRT (Kimberly Rublaitus)

Participants

Instructional staff grades K-5

Schedule

Monthly, from 8/12/2014 to 5/27/2015

G2.B2 Teacher's lack of understanding regarding Marzano DQ 3 & DQ 4 elements.

G2.B2.S1 Effective implementation of Design Questions 3 & 4 during common planning

PD Opportunity 1

During PLC's resource teachers will review components of Design Questions 3 & 4 elements.

Facilitator

CRT (Kim Rublaitus)

Participants

Instructional staff K-5

Schedule

Biweekly, from 8/26/2014 to 5/27/2015

Technical Assistance Items

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

Budget Rollup

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