

Littlewood Elementary School



2014-15 School Improvement Plan

Littlewood Elementary School

812 NW 34TH ST, Gainesville, FL 32605

<http://www.sbac.edu/pages/acps>

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
59%

Alternative/ESE Center
No

Charter School
No

Minority
56%

School Grades History

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

School Board Approval

This plan is pending approval by the Alachua County School Board.

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Littlewood grows together in a warm, safe, challenging environment that promotes self-pride and a lifelong respect for the love of learning.

Provide the school's vision statement

Littlewood School encourages the child to see himself/herself as a worthwhile individual with the qualities of character to assume a responsible place in the school and community. It creates an atmosphere for children and teachers, which encourages an awareness of the joys and necessity of learning, the development of talents and skills (social, emotional, intellectual, and physical), and appreciation of cultural heritage. It is the school's responsibility to plan and propose methods and strategies that will best insure the attainment of the overall goals and purpose. To achieve this philosophy, the school relies upon the strengths of the pupils, school, staff, parents, and community.

School Environment

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

The Littlewood Community respects and honors its students and their cultural background. Diversity in all classrooms is ensured at the start of the school year, and teachers are encouraged to actively seek knowledge about their students, whether through communicating with their parents, learning about and celebrating diversity and differences amongst students, or holding specific events in the classroom/grade level/school (through family nights, cultural celebrations, or curricular resources).

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

Through the Positive Behavior Support (PBS) system and a similar classroom management system throughout campus, students understand expectations and school rules, and are rewarded and praised for demonstrating compliance with such. Administrators, School Resource Officers, and Faculty are visible before, during, and after school, and work to build relationships with all students, in order to provide a feeling of security and belonging on campus.

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

Positive Behavior Support (PBS) system--2014-15 is the first year Littlewood is implementing this program, and the expectations are that this will provide students with concrete rules, and will reward them for complying with such. There is also a solid behavioral management plan in place, and with this plan, we saw a drop in referrals and suspensions last year: three-tiered system, with the first consequence for a misbehavior being a timeout in the classroom or in a neighboring classroom, the second is an informal referral, which is sent home, along with a phone call, and the third and most severe consequence is a district referral which accompanies a student to the front office. By

incorporating a tiered system, students are given numerous opportunities throughout the day to correct behavior, and there is strong parent communication to try to eliminate any further issues.

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

Littlewood implements a strong classroom guidance program, which is monitored by the principal and implemented by the school counselor. Each grade level has a specific curriculum that is followed, which is both age-appropriate and unique to that grade level, so as to not repeat topics. Guidance can also be provided through small group counseling or one-on-one. Our school resource officer is highly involved with our students, and enjoys leading small group discussions to provide mentorship. There are several organizations that work closely with our population with the permission of parents. Finally, we invite outside volunteers into the school that are of high interest to the students (University of Florida athletes, for example).

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 early warning system for Littlewood is comprised of attendance, behavior monitoring, and course/assessment failure. The principal, CRT, BRT, and School Counselor work closely together to monitor the data within each of these areas weekly, and as problems arise, a strong partnership between the team and the parents, and if necessary the district truancy officer and/or the school resource officer, is formed to help get the student on track for success. Extra assistance is also provided to the students struggling with academics, including Title I tutoring, reading intervention, and after school tutoring.

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	20	17	12	7	9	6	71
One or more suspensions	1	2	1	2	1	6	13
Course failure in ELA or Math	7	4	3	4	3	1	22
Level 1 on statewide assessment	0	0	0	16	21	24	61

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

Indicator	Grade Level				Total
	K	3	4	5	
Students exhibiting two or more indicators	3	2	4	2	11

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

Besides the interventions described above for any student identified by one early warning system, students exhibiting two or more early warning indicators are monitored closely by an assigned

administrator. Interventions specifically tailored to that student, whether academic or behavioral, are put into place and the administrative team receives regular updates on each of them, as well as collaborates for strategies that may help that student be successful.

Family and Community Involvement

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

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

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

Description

Continuing to Increase family engagement is a target for the 2014-2015 school year. This will be done by having 83% of our students use daily homework/home communication planners (all grade levels but kindergarten), holding multiple family nights at school, inviting parents into their child's classroom during the academic day, and increasing our dialogue between teacher/administration and parents. We will also increase our PTA and SAC membership/involvement.

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

Community/business partnerships have been renewed with local businesses surrounding Littlewood. These partners are invited and encouraged to attend PTA/SAC meetings, family events, and school events (such as Honor Roll assemblies). In return for providing both monetary/material donations and their time and energy, Littlewood recognizes and supports them in public ways, such as in our newsletter, at school events, and on our marquee. Each business partner is provided with a list of specific ways that their business can provide support to the school and students.

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
Homard, Jennifer	Principal
Bernal, Ginger	Psychologist
Floyd, Tanya	Administrative Support
Nichols, Stephanie	Teacher, K-12
White, Joshua	Administrative Support

Duties

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

Jen Homard, Principal: Provides leadership and direction for students to meet national and state requirements and teachers to have the training and resources needed to increase student achievement by using effective teaching strategies; collects data on student progress towards academic and behavioral goals, analyzes data by benchmarks to ensure the concepts are being taught (lesson plans, classroom snapshots, differentiated instruction), ensures that intervention support is available based on the data (by the teacher and Title I additional support), co-leads the FCIM meetings to share data and promote dialogue on ways to meet individual needs, provides professional development opportunities to support the RtI implementation, and participates in Educational Planning Team (EPT) meetings with parents.

Ginger Bernal, School Counselor: Provides expertise in the RtI implementation and support to the Leadership Team in areas of interventions needed to address specific student's needs; works with outside agencies to ensure student academic, emotional, behavioral, and social needs are addressed; an active participant in EPT, 504, and IEP meetings, coordinates all ESOL needs, and works closely with teachers and parents.

Tanya Floyd, Curriculum Resource Teacher: Provides expertise in both NGSSS and Common Core standards; ensures that students are taught on their instructional level; provides remedial or enrichment activities to teachers based on needs; assists in the collection of assessment data from all K-5 students in the areas of language arts, math, writing, and science.

Joshua White, Behavior Resource Teacher: Assists students having difficulty adjusting to school or class requirements; meets with students, teacher, and parents to develop plans to assist with student success; implements PBS with fidelity.

Beth Siegel, Amy Winfrey, Stephanie Nichols, and Beverly Dewar, Title I Teachers: Assists teachers in collecting and analyzing data and provides guidance and support as needed.

Cathy Weaver and Tammy DeVoe, ESE Teachers: Assists teachers in collecting data and provides guidance and support; implements both pull-out and co-teach models in reading and math.

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

Leadership meetings, of which involve all members of the MTSS team, are held weekly. At these meetings, student academic and behavioral data are reviewed. The MTSS team looks for patterns and new trends at these meetings, and makes decisions based on this data. Decisions, as well as questions, are then brought either to the grade-level team, or individual teacher, of the student(s) involved.

Data meetings are held on a regular basis (every 6 weeks), as well. The participants include the Principal, Curriculum Resource Teacher, FCIM Coach, Title I Teachers, ESE Resource Teachers, and the grade-level teachers. At these meetings, data is again reviewed, and decisions are made regarding curriculum and services/resources needed to provide continuous support. Meaningful conversations are held as a team.

RtI meetings are held regularly, with the participants of these meetings including the Principal, Curriculum Resource Teacher, School Counselor, ESE teachers, and staffing specialist. Student progress through the RtI process is evaluated, and decisions are made based on the data.

Nutrition Programs: Backpack program (sent home weekly), Food Baskets for the Holidays (Thanksgiving, Christmas)--both will be coordinated by the School Counselor; Community Eligibility Program (free breakfast and lunch for ALL students)

Homeless Services: School supplies and clothing provided as needed--coordinated by the School Counselor

Title III: Dictionaries provided--provided by the district

Title II: Mentor Coach for first-year teachers--provided by the district
 PreK transition to Kindergarten--Kindergarten Round Up, held in May, 2015

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Jennifer Homard	Principal
Keith Lynch	Teacher
Amy Winfrey	Teacher
Joshua White	Teacher
Tywana Stevensen	Education Support Employee
Jennifer Kverneland	Parent
Margaret Wise	Parent
Arty Hart	Business/Community
Christene Kirby	Parent
Michael Klein	Parent
Moses Simmons	Education Support Employee
Dr. Charles Byrd	Business/Community

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

Overall, academic goals for our 2013-2014 SIP were not met. We did not make the gains that were projected in any of our areas. Goals for our ESOL and Alternative Assessment students were met. Behavioral and Parent Involvement goals were both met. We stayed well within the budgetary guidelines laid out in the plan.

Development of this school improvement plan

Last year's SIP was reviewed prior to the start of the school year; all members were given the current year's document prior to a SAC meeting; input regarding changes/concerns were addressed during Fall meeting. Any approved changes suggested were made. Committees that consist of faculty members also met (Math/Science, Language Arts, and Parent Involvement) to review all data from last school year, and create a goal for this school year.

Preparation of the school's annual budget and plan

A solid review of last year's budget (including Title I budget) was completed. Once the goals for this school year were approved, a budget was created that would support the goals. The budget was then reviewed and approved by the School Advisory Committee.

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

Afterschool tutoring/enrichment program: not to exceed \$6,500
 Funds to be used at the Principal's Discretion: \$1,000

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
Homard, Jennifer	Principal
Bernal, Ginger	Guidance Counselor
Floyd, Tanya	Administrative Support
Nichols, Stephanie	Teacher, K-12
White, Joshua	Administrative Support

Duties

Describe how the LLT promotes literacy within the school

The LLT will meet with teams to discuss student data and performance. The team will plan and implement staff development using strategies to increase student achievement. The LLT, using current data, will decide on school events/activities to plan and implement (examples for 2014-2015: school goal of 2 million minutes of extracurricular reading, recognizing the top readers of each grade level, celebrating International Reading Day 2014, implementing Summer Reading Nights and Accelerated Reading Nights throughout the school year/Summer).

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 week, time is set aside in the afternoon planning time for teams/grade levels to plan together. In addition, the second Wednesday (Early Release Day) of each month is dedicated to school planning/meeting. Regular faculty team-building events are planned for all interested faculty members to collaborate outside of the school setting. Finally, the newly-implemented Data Chat meetings are a time for teams to come together and analyze data, have meaningful conversations, and share resources.

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

All new teachers to Littlewood participate in an orientation. They also meet regularly with the leadership team. Weekly team meetings are conducted for team planning, led by the team leader. First-year teachers also participate in the district's Beginning Teacher Mentoring Program--Littlewood's assigned Mentor Teacher is Nancy Logan. Principal also actively participates in recruitment fairs, held through the University of Florida's College of Education and Saint Leo's College of Education.

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

All new teachers are paired with their grade level's team leader, who provides support in curriculum, classroom management, and parent involvement. The district provides support through their Beginning Mentoring Program. Littlewood's mentor teacher, Nancy Logan, visits each new teacher weekly, as well as leads her cohort of teachers through meetings and book studies.

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 teachers are required to follow the district pacing calendars for math, ELA, and science. Lesson plans are submitted on a regular basis, and administration ensure plans are aligned to the pacing calendars. Also, during Classroom Snapshots and formal observations, pacing is reviewed. All grade levels follow the district-adopted basals throughout their instruction, and use other research-based materials to supplement that 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

Data is used to differentiate instruction in several ways. One such was is in deciding which students receive Title I Reading Resource services. Also, within the classroom, data is used to place students in both reading and math groups during Stations time, allowing teachers to focus on the students' needs when they work in a small group with each station of students. After Data Chat meeting, teachers take the information provided and use it to pull small groups of students three times a week during PE2 time, to provide extra Reading Intervention. Finally, data is used to help decide which students should be invited to our afterschool tutoring program.

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: 4,800

Students in grades 4 and 5 who have scored a 1 or 2 on FCAT reading in previous years, or students in grade 3 who have shown to be working below grade level will be invited to participate in afterschool tutoring, three times a week, from October-March.

Strategy Rationale

To provide reading intervention to struggling readers

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Homard, Jennifer, homardjm@gm.sbac.edu

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

Students will take a pre- and posttest, at the start and finish of the program. Teachers will also report data collected on a regular basis. Instruction will be based on individual needs, using data collected during regular school hours.

Strategy: Extended School Day

Minutes added to school year: 1,800

After school (extracurricular) clubs offered to all students: Science Club, Chess Club, Spanish Club, Girls on the Run, Green School Club, Mathletes (math enrichment)

Strategy Rationale

To provide extracurricular activities to enrich students' academics

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Homard, Jennifer, homardjm@gm.sbac.edu

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

Pre- and Posttests at the start and completion of each club

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

Each May, the district holds "Kindergarten Round Up" at the elementary school level. It is advertised through posters, local newspapers, school marquees, radio and television. Each elementary school hosts this event for its incoming zoned kindergartners. Parents and students attend an informational session, fill out necessary paperwork, have questions answered, and, in most cases, meet the kindergarten team and tour the school.

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.** Increase Parent Involvement, within both the academic/instructional day and extracurricular/family support activities
- G2.** Increase reading achievement and gains, based on the FSA.
- G3.** Increase math achievement and gains, based on the FSA.

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. Increase Parent Involvement, within both the academic/instructional day and extracurricular/family support activities 1a

G036904

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	6.0

Resources Available to Support the Goal 2

- Title I
- General School Funds
- PTA/SAC
- Business/Community Partners

Targeted Barriers to Achieving the Goal 3

- Lack of motivation by parents to attend events after school hours
- Lack of school/home connection and communication

Plan to Monitor Progress Toward G1. 8

Monitor parent/family participation at all family events, looking for an increase in (1) parent participation and (2) a variety of families/demographics participating

Person Responsible

Jennifer Homard

Schedule

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

Evidence of Completion

Parent Sign-Ins at each event

Plan to Monitor Progress Toward G1. 8

Monitor parent involvement within the school day

Person Responsible

Joshua White

Schedule

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

Evidence of Completion

Parent sign in information from the Raptor sign in software will be collected and analyzed for (1) amount of time spent on campus, (2) parental participation breakdown by grade level and (3) demographics of parents volunteering

G2. Increase reading achievement and gains, based on the FSA. 1a

G036906

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	79.0
ELA/Reading Gains	65.0
ELA/Reading Lowest 25% Gains	65.0

Resources Available to Support the Goal 2

- After School Tutoring
- Title I Pull Out
- PE2 Pull Out Tutoring

Targeted Barriers to Achieving the Goal 3

- District Pacing Calendar limits differentiation
- Attendance/Tardies/Mobility
- Lack of vocabulary, test-taking skills, background knowledge

Plan to Monitor Progress Toward G2. 8

FAIR, Basal Assessments, Discovery Ed, FSA Results

Person Responsible

Jennifer Homard

Schedule

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

Evidence of Completion

Test Scores, IC reports

G3. Increase math achievement and gains, based on the FSA. 1a

G036908

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	77.0
Math Gains	68.0
Math Lowest 25% Gains	68.0

Resources Available to Support the Goal 2

- Computer programs--STAR Math, Reflex Math
- Supplemental Materials--Math Reads, Calendar Math
- Basal Resources (My Math)

Targeted Barriers to Achieving the Goal 3

- Lack of technology at home
- Lack of time in the school day to provide reteaching
- Lack of at-home support

Plan to Monitor Progress Toward G3. 8

Ongoing progress monitoring

Person Responsible

Jennifer Homard

Schedule

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

Evidence of Completion

Benchmark Assessments, FSA, On Track

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. Increase Parent Involvement, within both the academic/instructional day and extracurricular/family support activities **1**

 G036904

G1.B1 Lack of motivation by parents to attend events after school hours **2**

 B088450

G1.B1.S1 Offer incentives for attending events after school hours (food, door prizes, goodie bags) **4**

 S099128

Strategy Rationale

Incentives will help motivate both students and families to attend events that will ultimately have a positive effect on student achievement

Action Step 1 **5**

Research and purchase items that will make the most impact on student achievement in which to include in take-home bags.

Person Responsible

Tanya Floyd

Schedule

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

Evidence of Completion

Receipt of purchases based on research-based materials

Action Step 2 5

Incorporate business/community partners into the events

Person Responsible

Jennifer Homard

Schedule

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

Evidence of Completion

Emails, advertisements for events, agendas for events

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

Document what type of incentive will be given at each event

Person Responsible

Stephanie Nichols

Schedule

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

Evidence of Completion

Newsletters, fliers for events, Parent feedback from events

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

Documentation provided to Title I, SAC, or PTA

Person Responsible

Jennifer Homard

Schedule

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


Evidence of Completion

Title I folder, SAC and PTA agenda notes

G1.B2 Lack of school/home connection and communication 2

 B088451

G1.B2.S1 Provide student planners for every student 4

 S099129

Strategy Rationale

Planners can be used daily to provide means for communication between teachers and parents

Action Step 1 5

Purchase student planners for each student, using both Title I and General School Funds.

Person Responsible

Joshua White

Schedule

On 8/11/2014

Evidence of Completion

Introduction and implementation of planners in all classrooms

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

Parent Surveys

Person Responsible

Jennifer Homard

Schedule

On 3/2/2015

Evidence of Completion

Parents will complete a survey in which they provide feedback on the effectiveness of the student planners.

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

Principal/classroom teacher discussions

Person Responsible

Jennifer Homard


Schedule

Semiannually, from 9/17/2014 to 6/5/2015

Evidence of Completion

Classroom teachers will provide samples from their students' planners at the post-observation conferences, which will lead to further discussion about their implementation and effectiveness in each class.

G1.B2.S2 Increase communication methods 4

 S126200

Strategy Rationale

By having multiple methods to communicate with families, the information regarding the school year will be more easily accessible.

Action Step 1 5

Send home the parent newsletter twice a month, to all Littlewood families.

Person Responsible

Jennifer Homard

Schedule

Biweekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Newsletters will be posted online on the school website, as well as have hard copies placed in the front office.

Action Step 2 5

Notices posted on the school marquee will be monitored.

Person Responsible

Jennifer Homard

Schedule

Biweekly, from 9/18/2014 to 6/5/2015

Evidence of Completion

Change the marquee twice a month, posting the most current upcoming events

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Copies of such postings will be maintained.

Person Responsible

Jennifer Homard

Schedule

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

Evidence of Completion

Random copies of the newsletters and pictures of the marquee will be collected.

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Parent Surveys/Feedback

Person Responsible

Jennifer Homard

Schedule

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

Evidence of Completion

Parent survey results will be analyzed for feedback on communication effectiveness.

G2. Increase reading achievement and gains, based on the FSA. 1

G036906

G2.B1 District Pacing Calendar limits differentiation 2

B088456

G2.B1.S1 Continue to work on implementing effective Literacy Work Stations 4

S099138

Strategy Rationale

Literacy Work Stations allow for differentiated, small group instruction, with a focus on student needs.

Action Step 1 5

Book Study: Teach Like A Champion

Person Responsible

Jennifer Homard

Schedule

Weekly, from 10/27/2014 to 12/19/2014

Evidence of Completion

Meeting Agendas, Training Follow-Up, Classroom Snapshots

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

Lesson plans, Classroom Snapshots, Formal Observations

Person Responsible

Jennifer Homard

Schedule

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

Evidence of Completion

ACIIS reports

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

Analysis of Data

Person Responsible

Stephanie Nichols


Schedule

Every 6 Weeks, from 9/30/2014 to 5/29/2015

Evidence of Completion

FCIM Grade-Level Meeting notes

G2.B1.S2 Focus on Unpacking the Standards 4

 S126931

Strategy Rationale

By ensuring teachers are using the Content Focus and Standards to guide their instruction, mastery of standards and necessary skills will be the natural progression.

Action Step 1 5

Series of Unpacking the Standards Trainings

Person Responsible

Tanya Floyd

Schedule

Monthly, from 9/30/2014 to 6/5/2015

Evidence of Completion

Training agendas

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Monthly monitoring of lesson plans

Person Responsible

Jennifer Homard

Schedule

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

Evidence of Completion

Lesson plans should show the standards being the central focus, with instructional materials supporting them

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Mastery of standards on District Assessments

Person Responsible

Stephanie Nichols

Schedule

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


Evidence of Completion

Assessment data from On Track, FAIR (grades 3-5), and Basal Benchmark Assessments

G2.B2 Attendance/Tardies/Mobility 2

 B088457

G2.B2.S1 Monitoring of attendance/school incentives/parent contacted 4

 S099139

Strategy Rationale

With careful monitoring, parents of students who are beginning to display high absenteeism and/or a high tardy rate can be contacted and a plan can be put into place to help curb this.

Action Step 1 5

Attendance will be monitored weekly.

Person Responsible

Joshua White

Schedule

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

Evidence of Completion

Reports presented, letters of notice sent home to parents

Action Step 2 5

Contact parents whose child has a high rate of absenteeism.

Person Responsible

Joshua White

Schedule

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

Evidence of Completion

Parent Communication Log

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

Weekly reporting of results

Person Responsible

Joshua White

Schedule

Weekly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Weekly notes from Administrative meetings

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

Analysis of reports

Person Responsible

Joshua White


Schedule

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

Evidence of Completion

Presentation of data to Leadership Team

G2.B2.S2 Hold parent conferences to discuss the importance of attendance for students with high absenteeism rates **4**

 S099140

Strategy Rationale

Discussions must be held to stress the importance of school attendance.

Action Step 1 **5**

Students with high rates of absenteeism will be identified.

Person Responsible

Joshua White

Schedule

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

Evidence of Completion

IC reports pulled

Action Step 2 **5**

Hold EPT conferences with parents of students identified that have a high absenteeism rate.

Person Responsible

Joshua White

Schedule

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

Evidence of Completion

EPT documentation

Plan to Monitor Fidelity of Implementation of G2.B2.S2 **6**

Grade Level Data Chats

Person Responsible

Jennifer Homard

Schedule

Every 6 Weeks, from 8/18/2014 to 6/5/2015

Evidence of Completion

Meeting Notes

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7

Monitor levels of absenteeism

Person Responsible

Joshua White

Schedule

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


Evidence of Completion

Attendance Reports

G2.B3 Lack of vocabulary, test-taking skills, background knowledge 2

 B088458

G2.B3.S1 Teachers use Reading Street's Amazing Words and Sight Words with fidelity 4

 S099142

Strategy Rationale

Reading Street is research-based and district-adopted.

Action Step 1 5

Reading Street axillary programs will be implemented on a daily basis.

Person Responsible

Tanya Floyd

Schedule

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

Evidence of Completion

Lesson Plans

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

FSA, FAIR, Discovery Ed scores, Lesson plans

Person Responsible

Stephanie Nichols

Schedule

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

Evidence of Completion

FCIM Meeting Notes

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Monitoring of test scores

Person Responsible

Stephanie Nichols


Schedule

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

Evidence of Completion

Increase in test scores

G2.B3.S2 Use small group instruction to promote these skills on a more individualized level **4**

 S099143

Strategy Rationale

Instruction can be tailored for individual needs, based on data.

Action Step 1 **5**

Implement Reading Centers in all classrooms, with fidelity, on a daily basis.

Person Responsible

Tanya Floyd

Schedule

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

Evidence of Completion

Lesson plans, Team Leader Notes, Snapshot data

Action Step 2 **5**

Ensure all Title I Teachers have been trained in the Reading Street Intervention Program, My Sidewalks.

Person Responsible

Tanya Floyd

Schedule

On 10/9/2014

Evidence of Completion

All Title I teachers will attend a one-day training, provided by the district Title I office.

Plan to Monitor Fidelity of Implementation of G2.B3.S2 **6**

Checking of lesson plans, Classroom Snapshots, Formal Observations

Person Responsible

Jennifer Homard

Schedule

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

Evidence of Completion

ACIIS reports

Plan to Monitor Effectiveness of Implementation of G2.B3.S2 7

FSA, FAIR, Discovery Ed data

Person Responsible

Jennifer Homard


Schedule

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

Evidence of Completion

Test scores

G2.B3.S3 Hire .5 Title I Teacher to provide extra reading intervention. 4

 S141227

Strategy Rationale

By having an extra part-time Title I Reading Teacher, 18 students are able to receive a second dose of reading interventions that otherwise would not have.

Action Step 1 5

Hire a highly qualified, experienced teacher to provide reading interventions.

Person Responsible

Jennifer Homard

Schedule

On 9/1/2014

Evidence of Completion

A highly qualified teacher will join the staff and immediately begin working with the Title I team to provide interventions.

Action Step 2 5

Ensure new hire has the same goals as the rest of Title I team, and is using the same intervention materials.

Person Responsible

Stephanie Nichols

Schedule

Monthly, from 9/1/2014 to 6/5/2015

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B3.S3 6

Formal and informal observations within the classroom

Person Responsible

Jennifer Homard

Schedule

Monthly, from 9/1/2014 to 6/5/2015

Evidence of Completion

Observation notes will be posted and reviewed on ACIIS on a regular basis. There will be a minimum of 2 formal observations, and 4 informal observations.

Plan to Monitor Effectiveness of Implementation of G2.B3.S3 7

Student scores on district and state assessments will be monitored, as will classroom performance.

Person Responsible

Stephanie Nichols

Schedule

Every 6 Weeks, from 9/1/2014 to 6/5/2015

Evidence of Completion

Data from FAIR, Discovery Education, FSA, and classroom assessments will be collected and reviewed during regular data chats, which will be evidenced in meeting records.

G3. Increase math achievement and gains, based on the FSA. 1

G036908

G3.B1 Lack of technology at home 2

B115365

G3.B1.S1 Providing time and opportunities for all students, but especially those without technology at home, to be on the computer, utilizing the math resources. 4

S126938

Strategy Rationale

Because we cannot control technology resources our students have at home, we must provide the opportunities at school.

Action Step 1 5

A technology station will be included in the daily math centers rotation.

Person Responsible

Tanya Floyd

Schedule

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

Evidence of Completion

Review of lesson plans

Action Step 2 5

The computer labs and Media Center will be opened outside of school hours.

Person Responsible

Tanya Floyd

Schedule

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

Evidence of Completion

Sign-in sheet collected at each open event, attendance verification of students

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

Review of lesson plans, Sign In sheets

Person Responsible

Jennifer Homard

Schedule

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

Evidence of Completion

Lesson plans, Sign In sheets

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

Analyze the computer usage per student before and after the implementation of the strategy

Person Responsible

Tanya Floyd

Schedule

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


Evidence of Completion

Reports from computer-based programs.

G3.B2 Lack of time in the school day to provide reteaching 2

 B115366

G3.B2.S1 Incorporate math into other curriculum areas 4

 S126942

Strategy Rationale

By increasing math into other areas of the day, students are given more exposure time to skills.

Action Step 1 5

Teachers will be trained to use the Math Reads supplemental program.

Person Responsible

Tanya Floyd

Schedule

On 9/18/2014

Evidence of Completion

Training Notes

Action Step 2 5

Teachers in grades 3 and 4 will use Calendar Math on a daily basis.

Person Responsible

Tanya Floyd

Schedule

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

Evidence of Completion

Data Chat evidence and regular Walk Throughs of the classroom

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Incorporate support materials into curriculum

Person Responsible

Tanya Floyd

Schedule

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

Evidence of Completion

Snapshots, observation, discussions

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Assessments (On Track, Basal Tests, FSA)

Person Responsible

Stephanie Nichols

Schedule

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

Evidence of Completion

Assessment data

G3.B3 Lack of at-home support 2

B115367

G3.B3.S1 Increase contacts with parents 4

S126943

Strategy Rationale

By keeping parents informed of current curriculum skills and individual student needs, they are aware of skills that can be worked on outside of school.

Action Step 1 5

Teachers will increase their communication with parents, and take note of the strategies they ask parents to use at home to specifically help with math.

Person Responsible

Jennifer Homard

Schedule

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

Evidence of Completion

Communication logs

Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

Teachers will show documentation during their observation post-conferences

Person Responsible

Jennifer Homard

Schedule

Semiannually, from 9/15/2014 to 5/15/2015

Evidence of Completion

Emails, asking for the documentation

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

Increase of Basal Assessment scores

Person Responsible

Stephanie Nichols


Schedule

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

Evidence of Completion

Assessment data

G3.B3.S2 Provide trainings for parents on ways they can help at home 4

 S126944

Strategy Rationale

Parents must be given strategies to use at home before they can be expected to provide support outside of the school day.

Action Step 1 5

Parents will be invited to attend evening trainings, which will share strategies and resources to be used at home to support math achievement.

Person Responsible

Tanya Floyd

Schedule

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

Evidence of Completion

Sign In sheets from the events

Plan to Monitor Fidelity of Implementation of G3.B3.S2 6

Attending families will be noted, and students of these families will have their data analyzed for increases in achievement scores

Person Responsible

Tanya Floyd

Schedule

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

Evidence of Completion

Family event agendas, Sign In Sheets, Google Docs with assessment scores

Plan to Monitor Effectiveness of Implementation of G3.B3.S2 7

Parent surveys

Person Responsible

Jennifer Homard

Schedule

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

Evidence of Completion

Parents will be given an opportunity to give feedback regarding the events and resources provided.

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	Research and purchase items that will make the most impact on student achievement in which to include in take-home bags.	Floyd, Tanya	8/18/2014	Receipt of purchases based on research-based materials	6/5/2015 annually
G1.B2.S1.A1	Purchase student planners for each student, using both Title I and General School Funds.	White, Joshua	8/11/2014	Introduction and implementation of planners in all classrooms	8/11/2014 one-time
G2.B1.S1.A1	Book Study: Teach Like A Champion	Homard, Jennifer	10/27/2014	Meeting Agendas, Training Follow-Up, Classroom Snapshots	12/19/2014 weekly
G2.B2.S1.A1	Attendance will be monitored weekly.	White, Joshua	8/18/2014	Reports presented, letters of notice sent home to parents	6/5/2015 weekly
G2.B2.S2.A1	Students with high rates of absenteeism will be identified.	White, Joshua	8/18/2014	IC reports pulled	6/5/2015 monthly

Alachua - 0091 - Littlewood Elementary School - 2014-15 SIP
Littlewood Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B3.S1.A1	Reading Street axillary programs will be implemented on a daily basis.	Floyd, Tanya	8/18/2014	Lesson Plans	6/5/2015 daily
G1.B2.S2.A1	Send home the parent newsletter twice a month, to all Littlewood families.	Homard, Jennifer	8/18/2014	Newsletters will be posted online on the school website, as well as have hard copies placed in the front office.	5/29/2015 biweekly
G2.B1.S2.A1	Series of Unpacking the Standards Trainings	Floyd, Tanya	9/30/2014	Training agendas	6/5/2015 monthly
G3.B1.S1.A1	A technology station will be included in the daily math centers rotation.	Floyd, Tanya	8/18/2014	Review of lesson plans	6/5/2015 daily
G2.B3.S2.A1	Implement Reading Centers in all classrooms, with fidelity, on a daily basis.	Floyd, Tanya	8/18/2014	Lesson plans, Team Leader Notes, Snapshot data	6/5/2015 daily
G3.B2.S1.A1	Teachers will be trained to use the Math Reads supplemental program.	Floyd, Tanya	8/18/2014	Training Notes	9/18/2014 one-time
G3.B3.S1.A1	Teachers will increase their communication with parents, and take note of the strategies they ask parents to use at home to specifically help with math.	Homard, Jennifer	8/18/2014	Communication logs	6/5/2015 semiannually
G3.B3.S2.A1	Parents will be invited to attend evening trainings, which will share strategies and resources to be used at home to support math achievement.	Floyd, Tanya	8/18/2014	Sign In sheets from the events	6/5/2015 semiannually
G2.B3.S3.A1	Hire a highly qualified, experienced teacher to provide reading interventions.	Homard, Jennifer	9/1/2014	A highly qualified teacher will join the staff and immediately begin working with the Title I team to provide interventions.	9/1/2014 one-time
G1.B1.S1.A2	Incorporate business/community partners into the events	Homard, Jennifer	8/18/2014	Emails, advertisements for events, agendas for events	6/5/2015 annually
G2.B2.S1.A2	Contact parents whose child has a high rate of absenteeism.	White, Joshua	8/18/2014	Parent Communication Log	6/5/2015 monthly
G2.B2.S2.A2	Hold EPT conferences with parents of students identified that have a high absenteeism rate.	White, Joshua	8/18/2014	EPT documentation	6/5/2015 monthly
G1.B2.S2.A2	Notices posted on the school marquee will be monitored.	Homard, Jennifer	9/18/2014	Change the marquee twice a month, posting the most current upcoming events	6/5/2015 biweekly
G3.B1.S1.A2	The computer labs and Media Center will be opened outside of school hours.	Floyd, Tanya	8/18/2014	Sign-in sheet collected at each open event, attendance verification of students	6/5/2015 monthly
G2.B3.S3.A2	Ensure new hire has the same goals as the rest of Title I team, and is using the same intervention materials.	Nichols, Stephanie	9/1/2014		6/5/2015 monthly
G2.B3.S2.A2	Ensure all Title I Teachers have been trained in the Reading Street Intervention Program, My Sidewalks.	Floyd, Tanya	10/9/2014	All Title I teachers will attend a one-day training, provided by the district Title I office.	10/9/2014 one-time
G3.B2.S1.A2	Teachers in grades 3 and 4 will use Calendar Math on a daily basis.	Floyd, Tanya	8/18/2014	Data Chat evidence and regular Walk Throughs of the classroom	6/5/2015 daily
G1.MA1	Monitor parent/family participation at all family events, looking for an increase in (1) parent participation and (2) a variety of families/demographics participating	Homard, Jennifer	8/18/2014	Parent Sign-Ins at each event	6/5/2015 quarterly
G1.MA2	Monitor parent involvement within the school day	White, Joshua	8/18/2014	Parent sign in information from the Raptor sign in software will be collected and analyzed for (1) amount of time spent on campus, (2) parental participation breakdown by grade level and (3) demographics of parents volunteering	6/5/2015 monthly

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Littlewood Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.MA1	Documentation provided to Title I, SAC, or PTA	Homard, Jennifer	8/18/2014	Title I folder, SAC and PTA agenda notes	6/5/2015 monthly
G1.B1.S1.MA1	Document what type of incentive will be given at each event	Nichols, Stephanie	8/18/2014	Newsletters, fliers for events, Parent feedback from events	6/5/2015 annually
G1.B2.S1.MA1	Principal/classroom teacher discussions	Homard, Jennifer	9/17/2014	Classroom teachers will provide samples from their students' planners at the post-observation conferences, which will lead to further discussion about their implementation and effectiveness in each class.	6/5/2015 semiannually
G1.B2.S1.MA1	Parent Surveys	Homard, Jennifer	2/2/2015	Parents will complete a survey in which they provide feedback on the effectiveness of the student planners.	3/2/2015 one-time
G1.B2.S2.MA1	Parent Surveys/Feedback	Homard, Jennifer	8/18/2014	Parent survey results will be analyzed for feedback on communication effectiveness.	6/5/2015 annually
G1.B2.S2.MA1	Copies of such postings will be maintained.	Homard, Jennifer	8/18/2014	Random copies of the newsletters and pictures of the marquee will be collected.	6/5/2015 biweekly
G2.MA1	FAIR, Basal Assessments, Discovery Ed, FSA Results	Homard, Jennifer	8/18/2014	Test Scores, IC reports	6/5/2015 weekly
G2.B1.S1.MA1	Analysis of Data	Nichols, Stephanie	9/30/2014	FCIM Grade-Level Meeting notes	5/29/2015 every-6-weeks
G2.B1.S1.MA1	Lesson plans, Classroom Snapshots, Formal Observations	Homard, Jennifer	8/18/2014	ACIIS reports	6/5/2015 monthly
G2.B2.S1.MA1	Analysis of reports	White, Joshua	8/18/2014	Presentation of data to Leadership Team	6/5/2015 quarterly
G2.B2.S1.MA1	Weekly reporting of results	White, Joshua	8/18/2014	Weekly notes from Administrative meetings	6/1/2015 weekly
G2.B3.S1.MA1	Monitoring of test scores	Nichols, Stephanie	8/18/2014	Increase in test scores	6/5/2015 monthly
G2.B3.S1.MA1	FSA, FAIR, Discovery Ed scores, Lesson plans	Nichols, Stephanie	8/18/2014	FCIM Meeting Notes	6/5/2015 monthly
G2.B2.S2.MA1	Monitor levels of absenteeism	White, Joshua	8/18/2014	Attendance Reports	6/5/2015 quarterly
G2.B2.S2.MA1	Grade Level Data Chats	Homard, Jennifer	8/18/2014	Meeting Notes	6/5/2015 every-6-weeks
G2.B3.S2.MA1	FSA, FAIR, Discovery Ed data	Homard, Jennifer	8/18/2014	Test scores	6/5/2015 quarterly
G2.B3.S2.MA1	Checking of lesson plans, Classroom Snapshots, Formal Observations	Homard, Jennifer	8/18/2014	ACIIS reports	6/5/2015 monthly
G2.B1.S2.MA1	Mastery of standards on District Assessments	Nichols, Stephanie	8/18/2014	Assessment data from On Track, FAIR (grades 3-5), and Basal Benchmark Assessments	6/5/2015 quarterly
G2.B1.S2.MA1	Monthly monitoring of lesson plans	Homard, Jennifer	8/18/2014	Lesson plans should show the standards being the central focus, with instructional materials supporting them	5/18/2015 monthly
G2.B3.S3.MA1	Student scores on district and state assessments will be monitored, as will classroom performance.	Nichols, Stephanie	9/1/2014	Data from FAIR, Discovery Education, FSA, and classroom assessments will be collected and reviewed during regular data chats, which will be evidenced in meeting records.	6/5/2015 every-6-weeks
G2.B3.S3.MA1	Formal and informal observations within the classroom	Homard, Jennifer	9/1/2014	Observation notes will be posted and reviewed on ACIIS on a regular basis. There will be a minimum of 2 formal observations, and 4 informal observations.	6/5/2015 monthly
G3.MA1	Ongoing progress monitoring	Homard, Jennifer	8/18/2014	Benchmark Assessments, FSA, On Track	6/5/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B1.S1.MA1	Analyze the computer usage per student before and after the implementation of the strategy	Floyd, Tanya	8/18/2014	Reports from computer-based programs.	6/5/2015 annually
G3.B1.S1.MA1	Review of lesson plans, Sign In sheets	Homard, Jennifer	8/18/2014	Lesson plans, Sign In sheets	6/5/2015 monthly
G3.B2.S1.MA1	Assessments (On Track, Basal Tests, FSA)	Nichols, Stephanie	8/18/2014	Assessment data	6/5/2015 monthly
G3.B2.S1.MA1	Incorporate support materials into curriculum	Floyd, Tanya	8/18/2014	Snapshots, observation, discussions	6/5/2015 weekly
G3.B3.S1.MA1	Increase of Basal Assessment scores	Nichols, Stephanie	8/18/2014	Assessment data	6/5/2015 monthly
G3.B3.S1.MA1	Teachers will show documentation during their observation post-conferences	Homard, Jennifer	9/15/2014	Emails, asking for the documentation	5/15/2015 semiannually
G3.B3.S2.MA1	Parent surveys	Homard, Jennifer	8/18/2014	Parents will be given an opportunity to give feedback regarding the events and resources provided.	6/5/2015 annually
G3.B3.S2.MA1	Attending families will be noted, and students of these families will have their data analyzed for increases in achievement scores	Floyd, Tanya	8/18/2014	Family event agendas, Sign In Sheets, Google Docs with assessment scores	6/5/2015 semiannually

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.

G2. Increase reading achievement and gains, based on the FSA.

G2.B1 District Pacing Calendar limits differentiation

G2.B1.S1 Continue to work on implementing effective Literacy Work Stations

PD Opportunity 1

Book Study: Teach Like A Champion

Facilitator

Curriculum Resource Teacher

Participants

All teachers

Schedule

Weekly, from 10/27/2014 to 12/19/2014

G2.B1.S2 Focus on Unpacking the Standards

PD Opportunity 1

Series of Unpacking the Standards Trainings

Facilitator

Tanya Floyd

Participants

All K-5 faculty

Schedule

Monthly, from 9/30/2014 to 6/5/2015

G2.B3 Lack of vocabulary, test-taking skills, background knowledge

G2.B3.S2 Use small group instruction to promote these skills on a more individualized level

PD Opportunity 1

Implement Reading Centers in all classrooms, with fidelity, on a daily basis.

Facilitator

Tanya Floyd

Participants

All K-5 classroom teachers

Schedule

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

G3. Increase math achievement and gains, based on the FSA.

G3.B2 Lack of time in the school day to provide reteaching

G3.B2.S1 Incorporate math into other curriculum areas

PD Opportunity 1

Teachers in grades 3 and 4 will use Calendar Math on a daily basis.

Facilitator

Tanya Floyd

Participants

Any new 3rd or 4th grade teacher, as well as any teacher within these grade levels who would like a refresher.

Schedule

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

Technical Assistance Items

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

G1. Increase Parent Involvement, within both the academic/instructional day and extracurricular/family support activities

G1.B2 Lack of school/home connection and communication

G1.B2.S1 Provide student planners for every student

PD Opportunity 1

Purchase student planners for each student, using both Title I and General School Funds.

Facilitator

All classroom teachers

Participants

Parents/Guardians

Schedule

On 8/11/2014

G2. Increase reading achievement and gains, based on the FSA.

G2.B3 Lack of vocabulary, test-taking skills, background knowledge

G2.B3.S1 Teachers use Reading Street's Amazing Words and Sight Words with fidelity

PD Opportunity 1

Reading Street axillary programs will be implemented on a daily basis.

Facilitator

Tanya Floyd

Participants

All K-5 ELA teachers

Schedule

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

G3. Increase math achievement and gains, based on the FSA.

G3.B2 Lack of time in the school day to provide reteaching

G3.B2.S1 Incorporate math into other curriculum areas

PD Opportunity 1

Teachers will be trained to use the Math Reads supplemental program.

Facilitator

Tanya Floyd/Team Leaders

Participants

All K-5 teachers

Schedule

On 9/18/2014

Budget Rollup

Summary

Description	Total
Goal 1: Increase Parent Involvement, within both the academic/instructional day and extracurricular/family support activities	2,000
Goal 2: Increase reading achievement and gains, based on the FSA.	23,600
Goal 3: Increase math achievement and gains, based on the FSA.	500
Grand Total	26,100

Goal 1: Increase Parent Involvement, within both the academic/instructional day and extracurricular/family support activities

Description	Source	Total
B1.S1.A1 - Materials and resources for bags	Title I Part A	1,000
B2.S1.A1 - Grades 1-2 (Grades 3-5 provided by district Title I)	Title I Part A	750
B2.S2.A1 - Paper, ink	General Fund	250
Total Goal 1		2,000

Goal 2: Increase reading achievement and gains, based on the FSA.

Description	Source	Total
B1.S1.A1 - Professional Development budget	Title I Part A	1,000
B1.S1.A1 - CREATE Grant, will use money to pay for stipends for participating teachers	Other	2,500
B3.S2.A2 - Provide 1 sub to work with all students in the small group pull outs throughout the day (each group will be no larger than 18 students).	School Improvement Funds	100
B3.S3.A1	Title I Part A	20,000
Total Goal 2		23,600

Goal 3: Increase math achievement and gains, based on the FSA.

Description	Source	Total
B2.S1.A2 - Money used to purchase replacement kits or materials.	Title I Part A	500
Total Goal 3		500