

Polk County Public Schools

Palmetto Elementary School



2015-16 School Improvement Plan

Palmetto Elementary School

315 PALMETTO ST, Poinciana, FL 34759

<http://schools.polk-fl.net/palmettoknights>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	75%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	89%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	D*	D	D	C

**Preliminary Informational Baseline School Grade*

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

School Board Approval

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

DA Turnaround and Monitoring Statuses

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

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

2015-16 DA Category and Statuses

DA Category	Region	RED
Focus	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

The mission of Palmetto Elementary School is to promote a lifelong love for learning through rigorous and diverse learning experiences.

Provide the school's vision statement

The vision of Palmetto Elementary is to educate and prepare all students to reach their highest potential to become productive citizens of their community.

School Environment

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

Each parent is asked to complete a Home Language Survey when their child is enrolled. A survey is also conducted near the beginning of the school year as to which language parents would prefer to receive communication from school. As the population of our school is primarily Hispanic, we celebrate Hispanic Heritage month and encourage both staff and students to share about their culture. Our school encourages teachers and staff members to build relationships with students and families through holding several family nights during the school year. Teachers create a safe environment of mutual respect for their students. Teachers frequently conference with students and parents in order to provide feedback.

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

Students are always supervised on campus, from the moment they enter the gates in the morning to the moment they leave in the afternoon. The school promotes the monthly character traits created by our guidance department.

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

Palmetto Elementary uses the PBS behavioral program. Students are taught the expectations and teachers and staff model the desired behaviors. The PBS team provides continuous trainings to staff to ensure the system is fair and consistent.

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

Students with social-emotional needs may be referred to the Guidance office by any staff member. The Guidance Counselor meets with students and parents to determine the best way to meet the student's individual needs. Community resources, guidance counseling, mental health services, or behavioral interventions may be recommended and implemented.

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

A district report is compiled monthly identifying students meeting the criteria for the Early Warning System.

- > Attendance below the 90%
- > One or more in or out of school suspensions
- > Course Failure of English Language Arts or Mathematics
- > Level 1 score on statewide , standarized assessments in English Language Arts or Mathematics

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	
Attendance below 90 percent	0	0	0	0	0	
One or more suspensions	1	2	1	1	4	9
Course failure in ELA or Math	0	0	0	0	0	
Level 1 on statewide assessment	7	9	36	33	49	134

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

Indicator	Grade Level	Total
	4	
Students exhibiting two or more indicators	3	3

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

- Reading Interventionist- will service the lowest 25% of students in third grade to improve academic performance in reading.
- Math interventionist-will service the lowest 25% of students in third and fourth grade to improve academic performance in math.
- Math Coach- will provide PLC to increase teachers knowledge and provide strategies to promote a rigourous math program that will improve student performance in Math.
- Reading Coach-will provide PLC to increase teachers knowledge and provide strategies to promote a rigorous reading program that will improve student performance in Reading.
- Guidance Counselors-Will provide guidance for Student and Parents on behavioral concerns causing disruption for the learning process
- Teachers along with LEA personel will use the RTI process where needed.
- Home Visits by the Social Worker
- Consistent monitoring of students
- Parent workshops and resources provided by Title I to provide parents with the necessary tools to assist students in the home environment.

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/200777>.

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

Palmetto Elementary builds and sustains partnership with the Poinciana community through its' School Advisory Council, A school representative serves on the local Hospital Council, as well as participation in community affairs and activities.

Effective Leadership

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

School Leadership Team

Membership:

Name	Title
Craft, Carolyn	Other
Kulcher, Lyndsy	Assistant Principal
Santiago, Edgar	Principal
Peabody, Brook	Instructional Technology
Holmberg, Robert	Instructional Coach
Short, Jessica	Dean
Shifley, Sarah	Guidance Counselor
McCall, Pamela	Instructional Media
McCall, Amy	Instructional Coach

Duties

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

Edgar Santiago -Principal

The principal provides a common vision for the use of data-based decision making, models the problem solving process; supervises the development of a strong infrastructure for implementation of MTSS; ensures that the school-based team is implementing MTSS; conducts assessment of MTSS skills of school staff; ensures implementation of intervention support and documentation; develops a culture of expectation with the school staff for the implementation of MTSS school-wide.

Lyndsy Kulcher- Assistant Principal

Assists principal in providing a common vision for the use of data-based decision making, assists in the development of a strong infrastructure of resources for the implementation of MTSS.

Jessica Short - Dean

Brook Peabody -Network Manager-

Develops the necessary technology to manage and display data, provides professional development and technical support to teachers and staff regarding data management and graphs.

Robert Holmberg- Math Coach

Develop, lead, and evaluate school core content standard/programs; assist with whole school screening programs that provide live data on student performance.

Carolyn Craft -Reading Interventionist Assist in data analysis , works with lowest 25% of third graders and fourth grade students promoted with portfolios.

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

The MTSS team is part of the Leadership Team of the school. It will focus meetings on how to improve school/teacher effectiveness and student achievement using the Problem Solving Model. The MTSS team will meet at least once per month (or more frequently as needed) to engage in the following activities:

*Review school-wide grade level and teacher data to problem-solve needed interventions on level and identify students meeting/exceeding benchmarks, as well as those at moderate to high risk for not meeting benchmarks. This will be done at least three times per year or more frequently if new data becomes available.

*Help teachers design feasible strategies and interventions for struggling students by collaborating regularly problem solving, sharing effective practices, evaluating implementation, assist in making decisions for school, teacher, and student improvement.

*Facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

*Focus on improving student achievement outcomes with evidence-based interventions implemented with fidelity and frequent progress monitoring.

*Intervention teams also foster a sense of collegiality and mutual support among educator, promote the use of evidence based interventions and support teachers in carrying out intervention plans.

Title I , Part A--Services are provided to ensure students requiring additional remediation are assisted through after-school programs or summer school. The district coordinates summer school programs.

Title I, Part D--District supports the Educational Alternative outreach program. These services are coordinated with the district Drop-Out Prevention programs.

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

Title X---District Homeless Social Worker provides resources for students identified as homeless.

Violence Prevention Programs--- Palmetto Elementary offers a non-violence and anti-drug program to students that incorporate field trips, community service.

Nutrition Program---All students at Palmetto Elementary receives breakfast and lunch at no charge.

Head Start--- We have no Head Start this school year.

Title I -School Readiness

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Edgar Santiago	Principal
Steven Perez	Parent
Carolyn Craft	Education Support Employee
Anna Perez	Teacher
Brook Peabody	Education Support Employee
Robert Holmberg	Education Support Employee

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

The School Advisory Committee meet in Octoberber to approve the School Improvement Plan. It is at this meeting the committee evaluated the plan, made changes as to how the 1% from Title I willbe used for parental involment. A motion was made and second to accept the 2013-2014 School Improvement Plan.

Development of this school improvement plan

The SAC has an active role in the development of the SIP. During the May meeting, the SAC provides a list of suggestions and recommendations for implementation for the upcoming year. After approval, the writers of the SIP incorporate the council's ideas. The completed plan is brought back to the council for approval.

Preparation of the school's annual budget and plan

The School Advisory Council discusses golas of the school in relationship to the school improvement plan, needed resources and available funds.The proposed expenditures are then discussed and either approved or rejected by the council.

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

N/A

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Kulcher, Lyndsy	Assistant Principal
Craft, Carolyn	Other
Holmberg, Robert	Instructional Coach
Peabody, Brook	Other
Santiago, Edgar	Principal
Short, Jessica	Instructional Coach
McCall, Pamela	Instructional Media

Duties

Describe how the LLT promotes literacy within the school

The major initiatives of the LLT this year will be unpacking the standards, increase teachers usage of data to drive instruction, analysis of FAIR assessment data to identify areas of academic weaknesses for remediation, analysis of classroom data to identify areas of academic weakness for remediation, implement increased iii time and for all students not proficient in reading, increase utilization of written summaries in all content areas, implement the reading curriculum with fidelity reducing the number of level 1's and 2's in reading measured by state testing while increasing the number of level 4's and 5's and Reading Interventionist providing extra reading instruction to the lowest 25% of third graders and portfolios promoted students in fourth grade.

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

All grade levels have common planning time and meet as a team twice a week for collaborative planning. Teachers ae encouraged and rewarded for sharing of teaching and modeling tips to their peers.

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

1. Utilize the district's Recruitment and Hiring System, ---Principal and Assistant Principal
2. Partner new teachers with Resource Teachers,--- Principal and Assistant Principal
3. Build a purposeful school community with a focus on culture, ideas, and beliefs----Principal and Assistant Principal
4. Set a clear vision and mission for our school----Principal and Assistant Principal
5. District assigned coaches will collaborate with new teachers.
6. Grade Levels meet with Principal and Asst. Principal weekly for team building, academic support, and review of data

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

Beginning teachers and teachers new to our school are paired with resource teachers in the area of their expertise. They meet weekly to discuss issues or concerns. Teachers are continuously being mentored in reading math, science and assessing students as well as understanding data and allowing the data to drive instruction. Pairing teachers with resource teachers will allow these teachers to gain knowledge and strategies from experienced teachers. In addition , new teachers participates in the Teacher Induction Program Seminar(TIPS) provided by the district.

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

Palmetto will ensure its core instructional program and materials are aligned with the standards by providing professional development in unpacking the standards, collaborative planning within the grade level and cross grade levels, with instructional coaches. The administration will provide support and feedback from walkthroughs and review of lesson plans.

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

Palmetto Elementary uses:

FAIR Data to identify skills students are not proficient in

Weekly Wonders assessments to determine mastery

Beginning of year math assessment to identify areas of needed remediation

Ongoing Math assessments to determine mastery

Reading Wonders leveled texts, leveled assessments, center groups

Teachers remediate skills not mastered

FCRR,FAIR researched-based center activities focused on skills not proficient

Math-Small group remediation with teacher

Use of manipulatives

Center activities based on skills not proficient

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: 60

An after-school program will target the ELL students only at this time.

Strategy Rationale

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

Person(s) responsible for monitoring implementation of the strategy

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

Student progress will be monitored through benchmark testing and iReady, a computer-based program.

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

Palmetto Elementary conducts a Kindergarten Round-up in April to register new students. During Round-Up, students will be provided with academic and social materials for parents to work at home in preparing students for Kindergarten. Palmetto uses a variety of readiness screening tools within the first thirty days of school to assess the preparedness of all student arriving in kindergarten. These include: FLKRS, Discovery Education benchmark assessments, teacher-made assessments, and teacher observations. The Kindergarten teachers administer these assessments. As a result of this screening, the kindergarten teachers and administration are able to target specific needs for intervention.

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

Non-Applicable

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

Non-Applicable

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

Non-Applicable

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

Non-Applicable

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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.** Teachers will collaboratively plan and deliver standards based instruction that includes differentiated instruction aimed at maximizing student engagement and increasing student achievement.

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. Teachers will collaboratively plan and deliver standards based instruction that includes differentiated instruction aimed at maximizing student engagement and increasing student achievement. 1a

G073286

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	70.0
AMO Reading - All Students	65.0

Resources Available to Support the Goal 2

- Reading and Math Coaches
- Curriculum Maps
- Reading Wonders
- Go Math
- Kagan Strategies
- Reading Interventionist
- Math Interventionist
- CPALMS

Targeted Barriers to Achieving the Goal 3

- Students not engaged due to lack of planning collaborative structures.
- Teachers not fully maximizing instructional time.
- Teachers not fully implementing differentiation into instruction.

Plan to Monitor Progress Toward G1. 8

During weekly leadership and administrator meetings, the information from the monitoring schedule will be collected and discussed to determine teachers in need of coaching support.

Person Responsible

Lyndsy Kulcher

Schedule

Weekly, from 9/16/2015 to 6/10/2016

Evidence of Completion

Minutes from leadership meetings and notes from the monitoring schedule will reflect discussion of next steps for support.

Plan to Monitor Progress Toward G1. 8

Progress monitoring of student achievement will be collected, discussed and analyzed to determine student needs and growth (FAIR, formative assessments, district wide assessments).

Person Responsible

Lyndsy Kulcher

Schedule

Quarterly, from 9/16/2015 to 6/10/2016

Evidence of Completion

Class data reports, schedule for data chats with teachers

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. Teachers will collaboratively plan and deliver standards based instruction that includes differentiated instruction aimed at maximizing student engagement and increasing student achievement. **1**

 G073286

G1.B1 Students not engaged due to lack of planning collaborative structures. **2**

 B191482

G1.B1.S1 Teachers will deliver Standard Based Instruction that is purposeful, engaging, and challenging. **4**

 S202961

Strategy Rationale

Students participation will increase and learning will take place.

Action Step 1 **5**

Professional development on collaborative structures will be provided for all teachers.
Administrators will communicate expectations for implementation of collaborative structures.

Person Responsible

Edgar Santiago

Schedule

Semiannually, from 9/16/2015 to 6/10/2016

Evidence of Completion

Power point presentation, handouts, agenda, sign-in sheets, e-mail communicating expectation of implementation

Action Step 2 5

Teachers will embed collaborative structured activities during the planning and delivery of lessons.

Person Responsible

Edgar Santiago

Schedule

Daily, from 9/16/2015 to 6/10/2016

Evidence of Completion

Lesson Plans, classroom walkthrough data

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

Administrators will monitor engagement through classroom walkthroughs and lesson plans

Person Responsible

Edgar Santiago

Schedule

Weekly, from 9/15/2015 to 6/10/2016

Evidence of Completion

Lesson Plans, Monitoring Schedule, Classroom Walkthroughs

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

Evidence of student engagement strategies will be observed during walkthroughs.

Person Responsible

Lyndsy Kulcher


Schedule

Weekly, from 9/15/2015 to 6/10/2016

Evidence of Completion

Classroom walkthrough data in Journey

G1.B2 Teachers not fully maximizing instructional time. 2

 B191483

G1.B2.S1 Teachers will plan and deliver standards based lessons aligned to the curriculum maps in order to maximize instructional time. 4

 S202962

Strategy Rationale

Bell to bell instruction will assist teachers in delivering standards based lessons according to the district pacing guides.

Action Step 1 5

Teachers will provide bell to bell instruction following the curriculum maps and pacing guides established by district.

Person Responsible

Edgar Santiago

Schedule

Daily, from 9/16/2015 to 6/10/2016

Evidence of Completion

classroom walkthroughs

Action Step 2 5

Teachers will plan for tasks aligned to the standards that include student engagement strategies.

Person Responsible

Lyndsy Kulcher

Schedule

Weekly, from 9/16/2015 to 6/10/2016

Evidence of Completion

Lesson plans, classroom walkthroughs

Action Step 3 5

Administrators will identify teachers in need of coaching support through the use the monitoring schedule.

Person Responsible

Lyndsy Kulcher

Schedule

Weekly, from 9/16/2015 to 6/10/2016

Evidence of Completion

Monitoring schedule

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

Administrators will conduct classroom walkthroughs to monitor implementation of the SIP goals. Evaluative and non-evaluative walkthroughs feedback will be provided by administrators. Coaching will be assigned as needed.

Person Responsible

Edgar Santiago

Schedule

Weekly, from 9/15/2015 to 6/10/2016

Evidence of Completion

Lesson Plans, Monitoring Schedule

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

Progress monitoring of student achievement to determine growth.

Person Responsible

Edgar Santiago

Schedule

Weekly, from 9/15/2015 to 6/10/2016

Evidence of Completion

Student data sheets

G1.B3 Teachers not fully implementing differentiation into instruction. 2

B191484

G1.B3.S1 Teachers will plan for differentiation during small group instruction using student data. 4

S202963

Strategy Rationale

Student individual needs will be met.

Action Step 1 5

Teachers will analyze student data to pull small groups differentiation.

Person Responsible

Lyndsy Kulcher

Schedule

Weekly, from 9/16/2015 to 6/10/2016

Evidence of Completion

Lesson plans, classroom walkthroughs

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Instructional coaches will support teachers in the planning process and monitor implementation during classroom visits.

Person Responsible

Amy McCall

Schedule

Weekly, from 9/16/2015 to 6/10/2016

Evidence of Completion

Lesson plans, coaching logs

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Student data will be collected and analyzed

Person Responsible

Lyndsy Kulcher

Schedule

On 6/10/2016

Evidence of Completion

Class data reports

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Professional development on collaborative structures will be provided for all teachers. Administrators will communicate expectations for implementation of collaborative structures.	Santiago, Edgar	9/16/2015	Power point presentation, handouts, agenda, sign-in sheets, e-mail communicating expectation of implementation	6/10/2016 semiannually
G1.B2.S1.A1	Teachers will provide bell to bell instruction following the curriculum maps and pacing guides established by district.	Santiago, Edgar	9/16/2015	classroom walkthroughs	6/10/2016 daily
G1.B3.S1.A1	Teachers will analyze student data to pull small groups differentiation.	Kulcher, Lyndsy	9/16/2015	Lesson plans, classroom walkthroughs	6/10/2016 weekly
G1.B1.S1.A2	Teachers will embed collaborative structured activities during the planning and delivery of lessons.	Santiago, Edgar	9/16/2015	Lesson Plans, classroom walkthrough data	6/10/2016 daily
G1.B2.S1.A2	Teachers will plan for tasks aligned to the standards that include student engagement strategies.	Kulcher, Lyndsy	9/16/2015	Lesson plans, classroom walkthroughs	6/10/2016 weekly
G1.B2.S1.A3	Administrators will identify teachers in need of coaching support through the use the monitoring schedule.	Kulcher, Lyndsy	9/16/2015	Monitoring schedule	6/10/2016 weekly
G1.MA1	During weekly leadership and administrator meetings, the information from the monitoring schedule will be collected and discussed to determine teachers in need of coaching support.	Kulcher, Lyndsy	9/16/2015	Minutes from leadership meetings and notes from the monitoring schedule will reflect discussion of next steps for support.	6/10/2016 weekly
G1.MA2	Progress monitoring of student achievement will be collected, discussed and analyzed to determine student needs and growth (FAIR, formative assessments, district wide assessments).	Kulcher, Lyndsy	9/16/2015	Class data reports, schedule for data chats with teachers	6/10/2016 quarterly
G1.B1.S1.MA1	Evidence of student engagement strategies will be observed during walkthroughs.	Kulcher, Lyndsy	9/15/2015	Classroom walkthrough data in Journey	6/10/2016 weekly

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	Administrators will monitor engagement through classroom walkthroughs and lesson plans	Santiago, Edgar	9/15/2015	Lesson Plans, Monitoring Schedule, Classroom Walkthroughs	6/10/2016 weekly
G1.B2.S1.MA1	Progress monitoring of student achievement to determine growth.	Santiago, Edgar	9/15/2015	Student data sheets	6/10/2016 weekly
G1.B2.S1.MA1	Administrators will conduct classroom walkthroughs to monitor implementation of the SIP goals. Evaluative and non-evaluative walkthroughs feedback will be provided by administrators. Coaching will be assigned as needed.	Santiago, Edgar	9/15/2015	Lesson Plans, Monitoring Schedule	6/10/2016 weekly
G1.B3.S1.MA1	Student data will be collected and analyzed	Kulcher, Lyndsy	9/16/2015	Class data reports	6/10/2016 one-time
G1.B3.S1.MA1	Instructional coaches will support teachers in the planning process and monitor implementation during classroom visits.	McCall, Amy	9/16/2015	Lesson plans, coaching logs	6/10/2016 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Teachers will collaboratively plan and deliver standards based instruction that includes differentiated instruction aimed at maximizing student engagement and increasing student achievement.

G1.B1 Students not engaged due to lack of planning collaborative structures.

G1.B1.S1 Teachers will deliver Standard Based Instruction that is purposeful, engaging, and challenging.

PD Opportunity 1

Professional development on collaborative structures will be provided for all teachers. Administrators will communicate expectations for implementation of collaborative structures.

Facilitator

Instructional coaches (school and district)

Participants

Teachers

Schedule

Semiannually, from 9/16/2015 to 6/10/2016

Technical Assistance Items

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

Budget

Budget Data			
1	G1.B1.S1.A1	Professional development on collaborative structures will be provided for all teachers. Administrators will communicate expectations for implementation of collaborative structures.	\$0.00
2	G1.B1.S1.A2	Teachers will embed collaborative structured activities during the planning and delivery of lessons.	\$0.00
3	G1.B2.S1.A1	Teachers will provide bell to bell instruction following the curriculum maps and pacing guides established by district.	\$0.00
4	G1.B2.S1.A2	Teachers will plan for tasks aligned to the standards that include student engagement strategies.	\$0.00
5	G1.B2.S1.A3	Administrators will identify teachers in need of coaching support through the use the monitoring schedule.	\$0.00
6	G1.B3.S1.A1	Teachers will analyze student data to pull small groups differentiation.	\$0.00
			Total: \$0.00