

Callaway Elementary School



2014-15 School Improvement Plan

Callaway Elementary School

7115 E HIGHWAY 22, Panama City, FL 32404

[no web address on file]

School Demographics

School Type

Elementary

Title I

Yes

Free/Reduced Price Lunch

83%

Alternative/ESE Center

No

Charter School

No

Minority

44%

School Grades History

Year

2013-14

2012-13

2011-12

2010-11

Grade

D

D

C

B

School Board Approval

This plan is pending approval by the Bay 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
Focus	1	Melissa Ramsey
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Callaway Elementary School is dedicated to developing a nurturing community that fosters academic excellence, skills, and character.

Provide the school's vision statement

Callaway Elementary School will be a district and state leader in education and every student will be successful.

School Environment

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

Callaway Elementary learns about students' cultures and builds relationships between teachers and students in various ways. Teachers contact parents to find out things the child is interested in, any successes and struggles, cultural awareness, and any other pertinent information. Teachers do this through phone calls, questionnaires, and also parent contact through orientation and open house. Our teachers also include get to know you activities for the students at the beginning of the year and continue with group engagement through Kagan Class Building and Team building activities.

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

Once students arrive on campus they are met by a CES employee along with the safety patrol students. Safety patrol, 4-5 grade helpers, assist in getting the students to the cafe or walking track and also help monitor behaviors throughout campus. Students arriving before 7:35 may go to the cafeteria to eat breakfast or go out to our walking track. Students are not allowed to wonder the campus for safety and security reasons. Both the cafe and the track are monitored by multiple adults and safety patrol students. During school hours our gates are closed so that visitors must check in through our front office. Visitors must have a Bay District Schools badge or be checked in through our Raptor security system with their valid driver's license. Volunteers must plan ahead and turn in a volunteer form which is checked through a National Security System.

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

Callaway Elementary School is proud to be in it's fourth year of implementing a Positive Behavior System (PBS). Throughout the school we have three PBS expectations, "Callaway Cougars show Responsibility, Tolerance, and Respect!" Students receive Cougar Cash for following school and classroom rules and can spend their "cash" to participate in various PBS activities or in our Cougar Store. In addition school and classroom reward programs may include participation in Fun Friday activities, nomination of student of the Month, opportunities to be Book Buddies, serve on ITV or Safety Patrol. When a student is a frequent disturbance to instruction a PBS tracking form is started where the teacher tracks attempts to correct the behavior. The fourth step of the tracking form is an office referral. Consequences for misbehavior include loss of privileges, parent notification, In-School

Detention, In/Out of school Suspension, or other consequences determined by administration. During Dismissal teachers ensure that students are not picked up by adults who are not designated in our FOCUS system. Students who are riding the bus have bus passes with the number, color, their address and phone number to ensure they are going home on the right bus and getting off on the correct stop.

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

Callaway Elementary School ensures the social-emotional needs of students are being met by providing counseling when needed by our school guidance counselor. A Military Family Life Counselor is also on campus several days a week to counsel students whose parents are serving in the military. In addition, CES partners with Tyndall Air Force Base for a mentoring program for any student in need. These mentors come weekly to meet with their assigned student.

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

At Callaway we track attendance through FOCUS and follow the district guidelines for habitual absences that includes a Child Study Team meeting with the teacher, parent, guidance, and administration. We also encourage students to be at school, on time, and to not check out early through our PBS attendance awards.

Suspensions, both ISS and OSS, are tracked through FOCUS and RtIb. We also have a detention room that can be used to help for minor problems before the escalate to an office discipline referral. For course failure in english language arts or mathematics we follow the MTSS tiered process for help. In addition this year we have two additional reading programs. Students who are two or more years behind are going to our SRA reading intervention para during their art time. We also have hired a reading enrichment teacher who has filled in on the special area wheel instead of music this year. Those students who scored a level 1 on the statewide, standardized assessments in English language arts or mathematics are retained when applicable based on the third grade state policy and the fifth grade district policy. Summer school is offered for third graders who have scored a level 1 and are eligible to attend Summer Reading Camp. Third graders also work on portfolios during the year if there is a possibility of retention based on classroom performance and continue their work during Summer Reading camp. Those students who are not eligible for summer school but are retained are added to the MTSS/RtI roster.

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	0	1	0	0	0	0	1
One or more suspensions	3	3	2	1	4	1	14
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	76	26	23	125

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

Indicator	Grade Level			Total
	1	4	5	
Students exhibiting two or more indicators	1	2	1	4

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

Callaway has added two additional reading programs this year for those students identified by the early warning system. Students who are two or more years behind are going to our SRA reading intervention para during their art time. We also have hired a reading enrichment teacher who has filled in on the special area wheel instead of music this year.

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/182635>.

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

All parents of students at Callaway Elementary and business representatives are encouraged to become a member of our School Advisory Council (SAC). Partnerships with all stakeholders are highly valued and proved to improve student achievement. SAC assist with the formulation and implementation of the school improvement plan, acts as advisor to the principal, assist in the development of the education program, provides input on the school's annual budget, and acts as a liaison between the school and community.

In addition the Callaway Parent Teacher Organization (PTO) assist in meeting the many needs of the school. PTO often coordinates school events such as staffing health screening, assisting with the book fair, volunteering to help with PBS events, providing fund raising activities, and providing support for school improvement goals.

Callaway also has a Parent Liaison who coordinates parents and community volunteers to activities on our campus.

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
Keiffer, Tim	Principal
Lilja, Carla	Administrative Support
Rogers, Jo	Guidance Counselor
Celestini, Diane	Instructional Coach
Moore, Lisa	Instructional Coach
Hensley, Janice	Instructional Coach

Duties

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

The MTSS Coach and MTSS Intervention teacher will provide interventions for Tier 3 students. The MTSS Coach attended state training for differentiated accountability schools concerning changes to the SIP along with the administrative assistant and guidance counselor. In addition, the MTSS team will provide data on: Tier 2, and 3 targets; academic and social/emotional areas that need to be addressed; help set clear expectations for instruction (Rigor, Relevance, and Relationship). The MTSS Team will contribute to the professional development areas of the plan by outlining how MTSS professional development will be delivered to faculty and staff. The MTSS team also compiles and analyzes school data to tracks progress toward AMO goals.

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 will meet monthly. The MTSS team may meet more often at beginning of the school year. The MTSS team functions to conduct on-going FCAT data, and other Universal Screening data to match interventions to student needs and stakeholder accountability. The MTSS team ensures MTSS professional development is provided to staff. The MTSS team is responsible for school-wide implementation. The MTSS team provides training and coaching to school staff. School administrators will use individual student performance data to determine activities and the MTSS structures needed to best meet the needs of their students. The MTSS process will be integrated in the District Reading Plan, District Student Progression Plan, and School Improvement Plan. The team also coordinates with SLP's to provide additional strategies that more closely match the students instructional needs.

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted at each school site.

Title I, Part C- Migrant

A student qualifies as a Migrant Student if the student or their family has moved at any time in the last three years to seek work in agriculture, packing, fishing, dairy, livestock, or forestry and is between the age of three and twenty-two years old. Bay District Schools is part of a consortium through PAEC that provides assistance for migrant students and their families. Migrant programs provide funds to assist migrant children and their families. Funds are used for the following purposes:

- Advocacy and outreach activities for migratory children and their families, including informing such children and families of, or helping such children and families gain access to , other education, health,nutrition, and social services.

- Support for schools serving migrant students

- Family literacy programs, including such programs that use models developed under Even Start
- The integration of information technology into educational and related programs and
- Programs to facilitate the transition of secondary school students to post secondary education or employment

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district dropout prevention programs.

Title II

District receives supplemental funds for staff development and technology. Services are provided to schools through professional development opportunities and various forms of technology designed to enhance the instructional platform within the district.

Title III

The District receives funds to support needs of ESOL students. Callaway currently has 17 students who qualify for this assistance.

Title X- Homeless

District Homeless Social Worker provides resources (clothing, school supplies, and social service referrals) for students identified as homeless within the district.

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

N/A

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

The Callaway Media Specialist services a small group of fifth graders who plan, operate, and coordinate activities for the school's ITV program. These students produce a morning show covering school-wide activities, announcements and promotional events designed to enhance the learning environment for all stakeholders. Ms. C. Williams manages the student council which exposes students to the political election process and community service activities. In addition, Ms Tolbert has a team of fourth and fifth grade students who serve on the safety patrol. These students help out in the mornings with monitoring students and transitions from bus to lunchroom or classroom.

Other

N/A

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Tim Keiffer	Principal
Diane Celestini	Teacher
Theresa Delaney	Teacher
Jo Rogers	Teacher
George Pappas	Parent
Tiffany Crabtree	Parent

Duties

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

Evaluation of last year's school improvement plan

Diane Celestini, Vice Chairperson/MTSS Coach, and Carla Lilja, Administrative Assistant were involved from the start of the development of the 2013-2014 SIP when they attended the State Sponsored DA training in the summer of 2013. During the training they began to create a draft for school targets, goals, and strategies. Teachers were asked to create a list of barriers and strategies during preschool inservice. The school SAC/SIP team then worked to complete the plan based off of the strategies suggested by their peers. The draft that was created was then reviewed by the SAC team at a scheduled meeting in which they answered questions and accepted suggestions brought forth by the SAC/PTO team. Then the SAC/PTO team voted on the school 2013-2014 SIP. Throughout the year the SAC/PTO team was kept informed of the progress made toward the SIP through the monthly meetings.

Development of this school improvement plan

Diane Celestini, Vice Chairperson/MTSS Coach, and Carla Lilja, Administrative Assistant, and JoAnn Rogers were involved from the start when they attended the District provided DA training in the summer of 2014. During the training they began to create a draft for school targets, goals, and strategies. Teachers were asked to create a list of barriers and strategies during preschool inservice. Mrs. Lilja then compiled the top 10 list of barriers and asked the grade group to come up with suggestions for strategies to overcome them. The school SAC/SIP team then worked to complete the plan based off of the strategies suggested by their peers. The draft that was created was then reviewed by the SAC team at a scheduled meeting in which they answered questions and accepted suggestions brought forth by the SAC/PTO team. Then the SAC/PTO team voted on the school 2014-2015 SIP.

Preparation of the school's annual budget and plan

At the end of the 2013-2014 the budget was forecasted for stakeholders to input any recommendations. At the beginning of the 2014-2015 school year the budget is reviewed again for additional suggestions. If suggestions are viable, doable, and supported by the needs of the school changes are made through internal departments.

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

The school did not receive SAC funds until the end of the school year for 2013-2014. During the May 13, 2014 meeting the team found out that they were recently allocated \$2,487 for SAC. This money will roll over into the 2014-2015 school year.

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

No

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
Keiffer, Tim	Principal
Lilja, Carla	Assistant Principal
Rogers, Jo	Guidance Counselor
Moore, Lisa	Instructional Coach
Snyder, Christina	Teacher, K-12
Davis, Jade	Teacher, K-12
Phillips, Monica	Teacher, K-12
Hodges, Kitty	Instructional Media

Duties

Describe how the LLT promotes literacy within the school

The LLT will progress monitor all struggling readers to ensure concepts and standards are mastered as prescribed by school accountability. The MTSS Coach will hold regular data chats with grade levels to discuss specific progress of individual students and make instructional recommendations for remediation as needed.

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

Callaway's master calendar was built with teachers on the same grade level having the same planning period. Each grade level has notified administration of which day and time they meet collaboratively weekly. Teachers will be working together to build their weekly plans based off the complexity level of the standard. They will also receive planning days to begin the common assessment process and continue developing them during their weekly collaborative planning time. Teachers are encouraged to develop norms to use as their expectations of each other during their meetings.

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

1. Regular meetings for new teachers with Administration. (Administration)
2. Partnering new teachers with Team Leaders. (Principal)
3. Correspondence with District Human Resources Department (Principal)
4. Provide professional development throughout the school year for instructional staff. (Administration/Coaches)

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

Bay District Schools provides a mentoring program for new teachers. In addition teachers at Callaway Elementary will be partnering with those from a sister elementary school to observe in each others classroom with a focus on student engagement, i.e. Kagan structures.

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

Teachers at Callaway complete and turn in their lesson plans electronically including the Florida Standards and complexity level each week. Teachers on each grade level are working together to develop these and also common assessments to ensure all core programs are aligned to Florida standards.

Instructional Strategies

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

Callaway teachers provide differentiation through the SRA reading and math curriculum. Our teachers use the Walk to Read program along with Reading Mastery Signature Edition. This ensures that each student is working on their instructional level for the basics of their reading program. In addition, we have purchased grade level Math Labs through SRA to be used in the math block. Students are also instructed on their grade level to ensure that grade level standards are being met and assessed. If students are not meeting the standards within a particular unit of instruction teachers will differentiate to be sure that student is not left behind. This could include but is not limited to individual or small group instruction, FCRR activities, computerized programs.

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: 5

5 minutes were added to all Bay District Elementary School's day to aid in transportation. In addition our school is piloting a transition para program initiated by Bay District to increase instructional/planning time.

Strategy Rationale

Teachers will not be walking students to and from class, special area, lunch, etc. which would enable them to find more time for instruction and planning.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Keiffer, Tim, keifftrl@bay.k12.fl.us

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

Data is collected daily by the classroom teacher through a sheet that tracks additional time gained. These tracking sheets are turned into the Principal and he will compile the information for the district.

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

At Callaway Elementary School, kindergarten parents and students attend a two-hour orientation on the first day of school. This gives parents and teachers time to discuss concerns and meet students on a more personal level. Students will be screened for academic and social development to determine a baseline for future growth. This data will be used to develop lessons and activities throughout the school year. In addition in September we have an open house where parents are invited to come see the progress their child has made.

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Increase rigor and relevance of instruction in the core curriculum.
- G2.** Utilize data to drive instruction
- G3.** Strengthen core instruction by increasing student engagement during instructional delivery

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 rigor and relevance of instruction in the core curriculum. 1a

 G055798

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	40.0
FSA - Mathematics - Proficiency Rate	30.0
FCAT 2.0 Science Proficiency	20.0
AMO Reading - All Students	72.0
AMO Math - All Students	67.0

Resources Available to Support the Goal 2

- Discovery Education
- SM7
- ReadWorks
- Harcourt Series and ThinkCentral for Science and Math
- EZCBM
- Dibels Reading and Math
- CPALMS

Targeted Barriers to Achieving the Goal 3

- Coaching

Plan to Monitor Progress Toward G1. 8

Common Assessments and Dibel Probes

Person Responsible

Tim Keiffer

Schedule

Quarterly, from 9/2/2014 to 5/29/2015

Evidence of Completion

Data from common assessments and Dibel probes will be analyzed for area of need.

G2. Utilize data to drive instruction 1a

 G055799

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	67.0
FSA - Mathematics - Proficiency Rate	30.0
AMO Reading - All Students	72.0
FSA - English Language Arts - Proficiency Rate	40.0
FCAT 2.0 Science Proficiency	20.0

Resources Available to Support the Goal 2

- Discovery Education Assessments
- Beginning of the Year, Middle of the Year, End of the Year Harcourt Assessments
- SRA Assessments
- FAIR
- Dibels
- SM7
- Think Central

Targeted Barriers to Achieving the Goal 3

- Professional Development

Plan to Monitor Progress Toward G2. 8

Review common assessments, DEA, and/or Dibels results to determine any need for modification

Person Responsible

Tim Keiffer

Schedule

Monthly, from 8/19/2014 to 6/5/2015

Evidence of Completion

Reports and/or adjustments

G3. Strengthen core instruction by increasing student engagement during instructional delivery 1a

G055800

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	67.0
FSA - Mathematics - Proficiency Rate	30.0
AMO Reading - All Students	72.0
FSA - English Language Arts - Proficiency Rate	40.0
FCAT 2.0 Science Proficiency	20.0

Resources Available to Support the Goal 2

- Teachers who remained from previous year have been through the initial 5 day training
- Manipulatives for the Kagan team
- SMART technology
- District purchased SRA materials and training for all grade levels

Targeted Barriers to Achieving the Goal 3

- limited amount of resources to train everyone and to purchase materials

Plan to Monitor Progress Toward G3. 8

DEA, SRA, Harcourt math and Science assessments, common assessments, Dibels; attendance and discipline summary

Person Responsible

Tim Keiffer

Schedule

On 6/5/2015

Evidence of Completion

growth, proficiency, attendance, and discipline reports

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 rigor and relevance of instruction in the core curriculum. **1**

 G055798

G1.B4 Coaching **2**

 B140636

G1.B4.S1 Provide literacy and math coach to assist teachers with instruction. **4**

 S152940

Strategy Rationale

Due to the amount of new teachers, new curriculum, new standards and assessment, along with the mobility of our student population we feel that our teachers need this extra support.

Action Step 1 **5**

Provide model lessons, samples, and strategies to assist teachers in reaching goals in rigor and relevance. In addition teachers will be observed to monitor progress toward this goal.

Person Responsible

Janice Hensley

Schedule

Monthly, from 9/2/2014 to 5/29/2015

Evidence of Completion

Sign up sheet

Action Step 2 5

Provide model lessons, samples, and strategies to assist teachers in reaching goals in rigor and relevance. In addition teachers will be included in a monthly reading grade group meeting to monitor progress toward this goal.

Person Responsible

Lisa Moore

Schedule

Monthly, from 9/2/2014 to 5/29/2015

Evidence of Completion

Agenda and sign in sheet

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Administration will monitor observation data.

Person Responsible

Tim Keiffer

Schedule

Monthly, from 9/2/2014 to 5/29/2015

Evidence of Completion

Observation will be compiled on a spreadsheet.

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Administration will monitor observation data.

Person Responsible

Carla Lilja

Schedule

Monthly, from 9/2/2014 to 5/29/2015

Evidence of Completion

Observation will be compiled on a spreadsheet.

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Dibel Dorf Probes with Retell

Person Responsible

Diane Celestini

Schedule

Monthly, from 9/2/2014 to 5/29/2015

Evidence of Completion

Data from common assessments and Dibel probes will be analyzed for area of need.

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Common Assessments and Dibel Results

Person Responsible

Tim Keiffer

Schedule

Monthly, from 9/2/2014 to 5/29/2015

Evidence of Completion

Data from common assessments and Dibel probes will be analyzed for area of need.

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Common Assessments and Dibel Results

Person Responsible

Carla Lilja

Schedule

Monthly, from 9/2/2014 to 5/29/2015

Evidence of Completion

Data from common assessments and Dibel probes will be analyzed for area of need.

G1.B4.S2 Add additional minutes to the reading and math block to ensure grade level rigor. 4

 S152941

Strategy Rationale

With using SRA walk to read many of our students are working below grade level and lack the rigor of on level assignments and assessments. Extra time was provided for instruction outside of SRA.

Action Step 1 5

Additional time added to the master schedule for reading and math to ensure time for on level instruction.

Person Responsible

Jo Rogers

Schedule

On 6/5/2015

Evidence of Completion

Master Schedule

Plan to Monitor Fidelity of Implementation of G1.B4.S2 6

Teachers will post a daily schedule within their classroom and submit weekly lesson plans to administration.

Person Responsible

Tim Keiffer

Schedule

Weekly, from 8/19/2014 to 6/5/2015

Evidence of Completion

Lesson plan review.

Plan to Monitor Fidelity of Implementation of G1.B4.S2 6

Teachers will post a daily schedule within their classroom and submit weekly lesson plans to administration.

Person Responsible

Carla Lilja

Schedule

Weekly, from 8/19/2014 to 6/5/2015

Evidence of Completion

Lesson plan review.

Plan to Monitor Effectiveness of Implementation of G1.B4.S2 7

Non scheduled classroom observations will be conducted to ensure the implementation of set schedule.

Person Responsible

Tim Keiffer

Schedule

Monthly, from 8/19/2014 to 6/5/2015

Evidence of Completion

Walk through observation data.

Plan to Monitor Effectiveness of Implementation of G1.B4.S2 7

Non scheduled classroom observations will be conducted to ensure the implementation of set schedule.

Person Responsible

Carla Lilja

Schedule

Monthly, from 8/19/2014 to 6/5/2015

Evidence of Completion

Walk through observation data.

G1.B4.S3 Additional support provided to students who are working below grade level through para support within the reading block, SRA intervention para, reading intervention teacher, along with MTSS coach and interventionist. 4

 S152942

Strategy Rationale

Teachers struggled with the implementation of the new SRA program and the amount of time that each component takes.

Action Step 1 5

Provide interventionist, paraprofessionals, and MTSS coach with a set schedule to assist with core curriculum.

Person Responsible

Carla Lilja

Schedule

On 5/22/2015

Evidence of Completion

Copies of schedules.

Plan to Monitor Fidelity of Implementation of G1.B4.S3 6

Lesson plans

Person Responsible

Tim Keiffer

Schedule

Weekly, from 8/25/2014 to 5/22/2015

Evidence of Completion

Lesson plan review and student data folders

Plan to Monitor Fidelity of Implementation of G1.B4.S3 6

Student Data folders

Person Responsible

Lisa Moore

Schedule

Monthly, from 8/25/2014 to 5/22/2015

Evidence of Completion

Student SRA data and common assessments

Plan to Monitor Fidelity of Implementation of G1.B4.S3 6

Lesson plans

Person Responsible

Carla Lilja

Schedule

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

Evidence of Completion

Lesson plan review and student data folders

Plan to Monitor Effectiveness of Implementation of G1.B4.S3 7

Lesson plan review

Person Responsible

Tim Keiffer

Schedule

Quarterly, from 8/25/2014 to 5/22/2015

Evidence of Completion

Teacher provided Rubric for lesson plan review

Plan to Monitor Effectiveness of Implementation of G1.B4.S3 7

Monthly data chats

Person Responsible

Diane Celestini

Schedule

Monthly, from 8/19/2014 to 5/22/2015

Evidence of Completion

Teacher data folders and spreadsheet

Plan to Monitor Effectiveness of Implementation of G1.B4.S3 7

Lesson plan review

Person Responsible

Carla Lilja

Schedule

Quarterly, from 8/25/2014 to 5/22/2015

Evidence of Completion

Teacher provided Rubric for lesson plan review

G1.B4.S4 Purposeful collaborative grade level planning with a focus on the creation of common assessment along with goals and scales **4**

 S152943

Strategy Rationale

Teachers need time to collaborate and plan. Common assessments are needed to align the grade level to the rigor that is expected of the Florida Standards. Through the use of goals and scales teachers and students will have a visual to help them stay focused on the outcome necessary to reach the level of rigor required.

Action Step 1 **5**

Teachers review with students the expectation for final goal of the current standard and post a visual within their room for students to self assess.

Person Responsible

Tim Keiffer

Schedule

Weekly, from 8/19/2014 to 6/5/2015

Evidence of Completion

Direct observation through classroom walkthroughs

Action Step 2 **5**

Teachers will use common planning to create rigorous grade level common assessments.

Person Responsible

Christina Snyder

Schedule

Biweekly, from 8/19/2014 to 6/5/2015

Evidence of Completion

Grade level common assessments

Action Step 3 5

Teachers will use common planning to create rigorous grade level common assessments.

Person Responsible

Jade Davis

Schedule

Biweekly, from 8/19/2014 to 6/5/2015

Evidence of Completion

Grade level common assessments

Action Step 4 5

Teachers will use common planning to create rigorous grade level common assessments.

Person Responsible

Monica Phillips

Schedule

Biweekly, from 8/19/2014 to 6/5/2015

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B4.S4 6

Peer classroom observations.

Person Responsible

Tim Keiffer

Schedule

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

Evidence of Completion

Copies of TDYs

Plan to Monitor Fidelity of Implementation of G1.B4.S4 6

Common Assessment Data

Person Responsible

Tim Keiffer

Schedule

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

Evidence of Completion

Analysis of grade level breakdown of common assessment data per student and standard.
Grade chairs will assist.

Plan to Monitor Fidelity of Implementation of G1.B4.S4 6

Common Assessment Data

Person Responsible

Carla Lilja

Schedule

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

Evidence of Completion

Analysis of grade level breakdown of common assessment data per student and standard.
Grade chairs will assist.

Plan to Monitor Effectiveness of Implementation of G1.B4.S4 7

Classroom walk through observations

Person Responsible

Tim Keiffer

Schedule

Monthly, from 8/19/2014 to 6/5/2015

Evidence of Completion

Observation notes and data

Plan to Monitor Effectiveness of Implementation of G1.B4.S4 7

Common Assessment Data

Person Responsible

Tim Keiffer

Schedule

Monthly, from 8/19/2014 to 6/5/2015


Evidence of Completion

Review analysis of grade level breakdown of common assessment data per student and standard.

G2. Utilize data to drive instruction 1

 G055799

G2.B2 Professional Development 2

 B140638

G2.B2.S1 Schedule common planning for grade groups to allow for collaborative meetings with a focus on data. 4

 S152944

Strategy Rationale

Teachers need time to analyze their data and doing this collaboratively gives them a chance to compare their data to each other and also come up with possibilities for next steps.

Action Step 1 5

Develop a master schedule to include common planning for all grade groups

Person Responsible

Jo Rogers

Schedule

Annually, from 8/19/2014 to 6/5/2015

Evidence of Completion

Copy of Schedule

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

Collaborative grade level meetings

Person Responsible

Jade Davis

Schedule

Biweekly, from 8/19/2014 to 6/5/2015

Evidence of Completion

Schedule and meeting notes

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

Collaborative grade level meetings

Person Responsible

Monica Phillips

Schedule

Biweekly, from 8/19/2014 to 6/5/2015

Evidence of Completion

Schedule and meeting notes

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

Collaborative grade level meetings

Person Responsible

Christina Snyder

Schedule

Biweekly, from 8/19/2014 to 6/5/2015

Evidence of Completion

Schedule and meeting notes

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

School Climate Survey - Teacher Responses

Person Responsible

Tim Keiffer

Schedule

On 6/5/2015

Evidence of Completion

Copy of Climate Survey Results

G2.B2.S2 Professional development on PLCs and utilizing common assessments to drive instruction 4

 S152945

Strategy Rationale

Teachers need someone to lead them through this process as they will be working together to break down the standards and data.

Action Step 1 5

Provide initial professional development on PLCs and common assessments

Person Responsible

Ashley French

Schedule

On 8/13/2014

Evidence of Completion

Agenda, Handouts, Sign in Sheets

Action Step 2 5

Book study on "Learning by Doing: A Handbook for Professional Learning Communities at Work" by Richard Dufour, Rebecca DuFour, Robert Eaker, and Thomas Many

Person Responsible

Tim Keiffer

Schedule

Weekly, from 8/12/2014 to 9/12/2014

Evidence of Completion

Agenda, Handouts, Sign in Sheets

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

Facilitate grade level meetings and progress

Person Responsible

Jade Davis

Schedule

Monthly, from 8/19/2014 to 6/5/2015

Evidence of Completion

grade level notes and data reports

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

Facilitate grade level meetings and progress

Person Responsible

Monica Phillips

Schedule

Monthly, from 8/19/2014 to 6/5/2015

Evidence of Completion

grade level notes and data reports

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

Facilitate grade level meetings and progress

Person Responsible

Christina Snyder

Schedule

Monthly, from 8/19/2014 to 6/5/2015

Evidence of Completion

grade level notes and data reports

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

Monitor grade level progress and data reports

Person Responsible

Tim Keiffer

Schedule

Monthly, from 8/19/2014 to 6/5/2015

Evidence of Completion

grade level notes and data reports

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

Monitor grade level progress and data reports

Person Responsible

Carla Lilja


Schedule

Monthly, from 8/19/2014 to 6/5/2015

Evidence of Completion

grade level notes and data reports

G2.B2.S3 Regular student assessments (self assessments and summative) to monitor progress 4

 S152946

Strategy Rationale

Students should be aware of their progress through self assessments and summative assessments.

Action Step 1 5

Teacher's will use goals and scales in their classroom to assist students in monitoring their own learning.

Person Responsible

Tim Keiffer

Schedule

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

Evidence of Completion

copies of conference notes

Action Step 2 5

Teacher's will use goals and scales in their classroom to assist students in monitoring their own learning.

Person Responsible

Carla Lilja

Schedule

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

Evidence of Completion

copies of conference notes

Plan to Monitor Fidelity of Implementation of G2.B2.S3 6

Look for evidence of assessments used on weekly lesson plans.

Person Responsible

Tim Keiffer

Schedule

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

Evidence of Completion

copy of lesson plan review

Plan to Monitor Fidelity of Implementation of G2.B2.S3 6

Look for evidence of assessments used on weekly lesson plans.

Person Responsible

Carla Lilja

Schedule

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

Evidence of Completion

copy of lesson plan review

Plan to Monitor Effectiveness of Implementation of G2.B2.S3 7

Discovery Education Reports, BOY, MOY, and EOY assessments, Common Assessment and Dibels results

Person Responsible

Tim Keiffer

Schedule

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

Evidence of Completion

copy of reports and data results

G2.B2.S4 Teachers create common assessments for units of study and analyze data to drive further instruction. **4**

 S152947

Strategy Rationale

Teachers need to have an assessment that is used and agreed on by all involved which addresses the current standards and reaches the rigor needed to be proficient.

Action Step 1 **5**

Collaborate to plan units of study and common assessments

Person Responsible

Jade Davis

Schedule

Monthly, from 8/19/2014 to 6/5/2015

Evidence of Completion

Student performance data and sample assessments

Action Step 2 **5**

Collaborate to plan units of study and common assessments

Person Responsible

Christina Snyder

Schedule

Monthly, from 8/19/2014 to 6/5/2015

Evidence of Completion

Student performance data and sample assessments

Action Step 3 5

Collaborate to plan units of study and common assessments

Person Responsible

Monica Phillips

Schedule

Monthly, from 8/19/2014 to 6/5/2015

Evidence of Completion

Student performance data and sample assessments

Plan to Monitor Fidelity of Implementation of G2.B2.S4 6

Data Review of common assessments

Person Responsible

Tim Keiffer

Schedule

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

Evidence of Completion

Share data results and notes from meeting

Plan to Monitor Fidelity of Implementation of G2.B2.S4 6

Data Review of common assessments

Person Responsible

Carla Lilja

Schedule

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

Evidence of Completion

Share data results and notes from meeting

Plan to Monitor Effectiveness of Implementation of G2.B2.S4 7

Review of data from common assessments

Person Responsible

Tim Keiffer


Schedule

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


Evidence of Completion

copies of data results

G3. Strengthen core instruction by increasing student engagement during instructional delivery 1

 G055800

G3.B1 limited amount of resources to train everyone and to purchase materials 2

 B140642

G3.B1.S1 Incorporate engaging structures into faculty meetings 4

 S152949

Strategy Rationale

Model the value of Kagan

Action Step 1 5

Training in monthly faculty meetings and model structure of the month in classrooms

Person Responsible

Tim Keiffer

Schedule

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

Evidence of Completion

sign in sheets, agenda, handouts, calendar

Action Step 2 5

School wide Kagan training and coaching

Person Responsible

Tim Keiffer

Schedule

On 4/30/2015

Evidence of Completion

sign in sheets, agenda, handouts, calendar

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

lesson plans (teachers) and walk throughs (administration)

Person Responsible

Tim Keiffer

Schedule

Biweekly, from 8/19/2014 to 6/5/2015

Evidence of Completion

copies of lesson plans and emails/notes with walk through observations

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

lesson plans (teachers) and walk throughs (administration)

Person Responsible

Carla Lilja

Schedule

Biweekly, from 8/19/2014 to 6/5/2015

Evidence of Completion

copies of lesson plans and emails/notes with walk through observations

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

lesson plan reviews

Person Responsible

Tim Keiffer

Schedule

Quarterly, from 8/19/2014 to 6/5/2015

Evidence of Completion

copies of lesson plan reviews

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

lesson plan reviews

Person Responsible

Carla Lilja

Schedule

Quarterly, from 8/19/2014 to 6/5/2015

Evidence of Completion

copies of lesson plan reviews

G3.B1.S2 School wide engaging structure of the month/SAMs club 4

 S152950

Strategy Rationale

to keep the faculty focused on engagement

Action Step 1 5

Choose an engaging structure of the month and explain to teachers

Person Responsible

Tim Keiffer

Schedule

Monthly, from 9/1/2014 to 5/29/2015

Evidence of Completion

copies of plan for SAMS club

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Lesson plans

Person Responsible

Tim Keiffer

Schedule

Weekly, from 8/19/2014 to 6/5/2015

Evidence of Completion

copies of lesson plans

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Lesson plans

Person Responsible

Carla Lilja

Schedule

Weekly, from 8/19/2014 to 6/5/2015

Evidence of Completion

copies of lesson plans

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

Classroom walk through observations

Person Responsible

Tim Keiffer

Schedule

Monthly, from 9/1/2014 to 5/29/2015

Evidence of Completion

PIES observation results

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

Classroom walk through observations

Person Responsible

Carla Lilja

Schedule

Monthly, from 8/19/2014 to 6/5/2015

Evidence of Completion

PIES observation results

G3.B1.S3 Incorporate a variety of computer programs to reinforce the standards and/or extend learning

4

 S152951

Strategy Rationale

new standards include technology usage

Action Step 1 5

Include a variety of computer programs (i.e. SMART technology, Think Central, Discovery Education, Star Fall, SM7, Sumdog, etc.)

Person Responsible

Tim Keiffer

Schedule

Weekly, from 8/19/2014 to 6/5/2015

Evidence of Completion

lesson plans

Action Step 2 5

Include a variety of computer programs (i.e. SMART technology, Think Central, Discovery Education, Star Fall, SM7, Sumdog, etc.)

Person Responsible

Carla Lilja

Schedule

Weekly, from 8/19/2014 to 6/5/2015

Evidence of Completion

lesson plans

Plan to Monitor Fidelity of Implementation of G3.B1.S3 6

lesson plan reviews

Person Responsible

Tim Keiffer

Schedule

Quarterly, from 9/1/2014 to 5/29/2015

Evidence of Completion

copies of lesson plan reviews

Plan to Monitor Fidelity of Implementation of G3.B1.S3 6

lesson plan reviews

Person Responsible

Carla Lilja

Schedule

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

Evidence of Completion

copies of lesson plan reviews

Plan to Monitor Effectiveness of Implementation of G3.B1.S3 7

Classroom grades and assessments

Person Responsible

Tim Keiffer

Schedule

Weekly, from 8/19/2014 to 6/5/2015

Evidence of Completion

copies of grades and assessment results

G3.B1.S4 Utilize SRA as core curriculum to increase student engagement 4

 S152952

Strategy Rationale

SRA has been purchased by our district as our new reading program; in addition we have purchased math labs to help with remediation

Action Step 1 5

Implement SRA in reading and math blocks

Person Responsible

Tim Keiffer

Schedule

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

Evidence of Completion

Lesson plans

Action Step 2 5

Implement SRA in reading and math blocks

Person Responsible

Carla Lilja

Schedule

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

Evidence of Completion

Lesson plans

Plan to Monitor Fidelity of Implementation of G3.B1.S4 6

Classroom grades and assessments

Person Responsible

Tim Keiffer

Schedule

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

Evidence of Completion

copies of grades and assessments

Plan to Monitor Effectiveness of Implementation of G3.B1.S4 7

Classroom walkthrough observations

Person Responsible

Tim Keiffer

Schedule

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

Evidence of Completion

copies of walkthrough results

Plan to Monitor Effectiveness of Implementation of G3.B1.S4 7

Classroom walkthrough observations

Person Responsible

Carla Lilja

Schedule

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

Evidence of Completion

copies of walkthrough results

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.B4.S1.A1	Provide model lessons, samples, and strategies to assist teachers in reaching goals in rigor and relevance. In addition teachers will be observed to monitor progress toward this goal.	Hensley, Janice	9/2/2014	Sign up sheet	5/29/2015 monthly
G1.B4.S2.A1	Additional time added to the master schedule for reading and math to ensure time for on level instruction.	Rogers, Jo	8/19/2014	Master Schedule	6/5/2015 one-time
G1.B4.S3.A1	Provide interventionist, paraprofessionals, and MTSS coach with a set schedule to assist with core curriculum.	Lilja, Carla	8/19/2014	Copies of schedules.	5/22/2015 one-time
G1.B4.S4.A1	Teachers review with students the expectation for final goal of the current standard and post a visual within their room for students to self assess.	Keiffer, Tim	8/19/2014	Direct observation through classroom walkthroughs	6/5/2015 weekly
G2.B2.S1.A1	Develop a master schedule to include common planning for all grade groups	Rogers, Jo	8/19/2014	Copy of Schedule	6/5/2015 annually
G2.B2.S2.A1	Provide initial professional development on PLCs and common assessments	French, Ashley	8/12/2014	Agenda, Handouts, Sign in Sheets	8/13/2014 one-time
G2.B2.S3.A1	Teacher's will use goals and scales in their classroom to assist students in monitoring their own learning.	Keiffer, Tim	9/1/2014	copies of conference notes	6/5/2015 monthly
G2.B2.S4.A1	Collaborate to plan units of study and common assessments	Davis, Jade	8/19/2014	Student performance data and sample assessments	6/5/2015 monthly
G3.B1.S1.A1	Training in monthly faculty meetings and model structure of the month in classrooms	Keiffer, Tim	9/17/2014	sign in sheets, agenda, handouts, calendar	6/5/2015 monthly
G3.B1.S2.A1	Choose an engaging structure of the month and explain to teachers	Keiffer, Tim	9/1/2014	copies of plan for SAMS club	5/29/2015 monthly
G3.B1.S3.A1	Include a variety of computer programs (i.e. SMART technology, Think Central, Discovery Education, Star Fall, SM7, Sumdog, etc.)	Keiffer, Tim	8/19/2014	lesson plans	6/5/2015 weekly
G3.B1.S4.A1	Implement SRA in reading and math blocks	Keiffer, Tim	8/25/2014	Lesson plans	6/5/2015 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B4.S1.A2	Provide model lessons, samples, and strategies to assist teachers in reaching goals in rigor and relevance. In addition teachers will be included in a monthly reading grade group meeting to monitor progress toward this goal.	Moore, Lisa	9/2/2014	Agenda and sign in sheet	5/29/2015 monthly
G1.B4.S4.A2	Teachers will use common planning to create rigorous grade level common assessments.	Snyder, Christina	8/19/2014	Grade level common assessments	6/5/2015 biweekly
G2.B2.S2.A2	Book study on "Learning by Doing: A Handbook for Professional Learning Communities at Work" by Richard Dufour, Rebecca DuFour, Robert Eaker, and Thomas Many	Keiffer, Tim	8/12/2014	Agenda, Handouts, Sign in Sheets	9/12/2014 weekly
G2.B2.S3.A2	Teacher's will use goals and scales in their classroom to assist students in monitoring their own learning.	Lilja, Carla	9/1/2014	copies of conference notes	6/5/2015 monthly
G2.B2.S4.A2	Collaborate to plan units of study and common assessments	Snyder, Christina	8/19/2014	Student performance data and sample assessments	6/5/2015 monthly
G3.B1.S1.A2	School wide Kagan training and coaching	Keiffer, Tim	7/29/2014	sign in sheets, agenda, handouts, calendar	4/30/2015 one-time
G3.B1.S3.A2	Include a variety of computer programs (i.e. SMART technology, Think Central, Discovery Education, Star Fall, SM7, Sumdog, etc.)	Lilja, Carla	8/19/2014	lesson plans	6/5/2015 weekly
G3.B1.S4.A2	Implement SRA in reading and math blocks	Lilja, Carla	8/25/2014	Lesson plans	6/5/2015 weekly
G1.B4.S4.A3	Teachers will use common planning to create rigorous grade level common assessments.	Davis, Jade	8/19/2014	Grade level common assessments	6/5/2015 biweekly
G2.B2.S4.A3	Collaborate to plan units of study and common assessments	Phillips, Monica	8/19/2014	Student performance data and sample assessments	6/5/2015 monthly
G1.B4.S4.A4	Teachers will use common planning to create rigorous grade level common assessments.	Phillips, Monica	8/19/2014		6/5/2015 biweekly
G1.MA1	Common Assessments and Dibel Probes	Keiffer, Tim	9/2/2014	Data from common assessments and Dibel probes will be analyzed for area of need.	5/29/2015 quarterly
G1.B4.S1.MA1	Dibel Dorf Probes with Retell	Celestini, Diane	9/2/2014	Data from common assessments and Dibel probes will be analyzed for area of need.	5/29/2015 monthly
G1.B4.S1.MA2	Common Assessments and Dibel Results	Keiffer, Tim	9/2/2014	Data from common assessments and Dibel probes will be analyzed for area of need.	5/29/2015 monthly
G1.B4.S1.MA3	Common Assessments and Dibel Results	Lilja, Carla	9/2/2014	Data from common assessments and Dibel probes will be analyzed for area of need.	5/29/2015 monthly
G1.B4.S1.MA1	Administration will monitor observation data.	Keiffer, Tim	9/2/2014	Observation will be compiled on a spreadsheet.	5/29/2015 monthly
G1.B4.S1.MA3	Administration will monitor observation data.	Lilja, Carla	9/2/2014	Observation will be compiled on a spreadsheet.	5/29/2015 monthly
G1.B4.S2.MA1	Non scheduled classroom observations will be conducted to ensure the implementation of set schedule.	Keiffer, Tim	8/19/2014	Walk through observation data.	6/5/2015 monthly
G1.B4.S2.MA4	Non scheduled classroom observations will be conducted to ensure the implementation of set schedule.	Lilja, Carla	8/19/2014	Walk through observation data.	6/5/2015 monthly
G1.B4.S2.MA1	Teachers will post a daily schedule within their classroom and submit weekly lesson plans to administration.	Keiffer, Tim	8/19/2014	Lesson plan review.	6/5/2015 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B4.S2.MA3	Teachers will post a daily schedule within their classroom and submit weekly lesson plans to administration.	Lilja, Carla	8/19/2014	Lesson plan review.	6/5/2015 weekly
G1.B4.S3.MA1	Lesson plan review	Keiffer, Tim	8/25/2014	Teacher provided Rubric for lesson plan review	5/22/2015 quarterly
G1.B4.S3.MA4	Monthly data chats	Celestini, Diane	8/19/2014	Teacher data folders and spreadsheet	5/22/2015 monthly
G1.B4.S3.MA6	Lesson plan review	Lilja, Carla	8/25/2014	Teacher provided Rubric for lesson plan review	5/22/2015 quarterly
G1.B4.S3.MA1	Lesson plans	Keiffer, Tim	8/25/2014	Lesson plan review and student data folders	5/22/2015 weekly
G1.B4.S3.MA2	Student Data folders	Moore, Lisa	8/25/2014	Student SRA data and common assessments	5/22/2015 monthly
G1.B4.S3.MA5	Lesson plans	Lilja, Carla	8/25/2014	Lesson plan review and student data folders	5/5/2015 weekly
G1.B4.S4.MA1	Classroom walk through observations	Keiffer, Tim	8/19/2014	Observation notes and data	6/5/2015 monthly
G1.B4.S4.MA4	Common Assessment Data	Keiffer, Tim	8/19/2014	Review analysis of grade level breakdown of common assessment data per student and standard.	6/5/2015 monthly
G1.B4.S4.MA1	Peer classroom observations.	Keiffer, Tim	8/25/2014	Copies of TDYs	6/5/2015 monthly
G1.B4.S4.MA3	Common Assessment Data	Keiffer, Tim	8/25/2014	Analysis of grade level breakdown of common assessment data per student and standard. Grade chairs will assist.	6/5/2015 biweekly
G1.B4.S4.MA5	Common Assessment Data	Lilja, Carla	8/25/2014	Analysis of grade level breakdown of common assessment data per student and standard. Grade chairs will assist.	6/5/2015 biweekly
G2.MA1	Review common assessments, DEA, and/or Dibels results to determine any need for modification	Keiffer, Tim	8/19/2014	Reports and/or adjustments	6/5/2015 monthly
G2.B2.S1.MA1	School Climate Survey - Teacher Responses	Keiffer, Tim	8/19/2014	Copy of Climate Survey Results	6/5/2015 one-time
G2.B2.S1.MA1	Collaborative grade level meetings	Davis, Jade	8/19/2014	Schedule and meeting notes	6/5/2015 biweekly
G2.B2.S1.MA3	Collaborative grade level meetings	Phillips, Monica	8/19/2014	Schedule and meeting notes	6/5/2015 biweekly
G2.B2.S1.MA4	Collaborative grade level meetings	Snyder, Christina	8/19/2014	Schedule and meeting notes	6/5/2015 biweekly
G2.B2.S2.MA1	Monitor grade level progress and data reports	Keiffer, Tim	8/19/2014	grade level notes and data reports	6/5/2015 monthly
G2.B2.S2.MA5	Monitor grade level progress and data reports	Lilja, Carla	8/19/2014	grade level notes and data reports	6/5/2015 monthly
G2.B2.S2.MA1	Facilitate grade level meetings and progress	Davis, Jade	8/19/2014	grade level notes and data reports	6/5/2015 monthly
G2.B2.S2.MA3	Facilitate grade level meetings and progress	Phillips, Monica	8/19/2014	grade level notes and data reports	6/5/2015 monthly
G2.B2.S2.MA4	Facilitate grade level meetings and progress	Snyder, Christina	8/19/2014	grade level notes and data reports	6/5/2015 monthly
G2.B2.S3.MA1	Discovery Education Reports, BOY, MOY, and EOY assessments, Common Assessment and Dibels results	Keiffer, Tim	9/1/2014	copy of reports and data results	6/5/2015 monthly
G2.B2.S3.MA1	Look for evidence of assessments used on weekly lesson plans.	Keiffer, Tim	9/1/2014	copy of lesson plan review	6/5/2015 quarterly
G2.B2.S3.MA3	Look for evidence of assessments used on weekly lesson plans.	Lilja, Carla	9/1/2014	copy of lesson plan review	6/5/2015 quarterly
G2.B2.S4.MA1	Review of data from common assessments	Keiffer, Tim	9/1/2014	copies of data results	6/5/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B2.S4.MA1	Data Review of common assessments	Keiffer, Tim	9/1/2014	Share data results and notes from meeting	6/5/2015 biweekly
G2.B2.S4.MA3	Data Review of common assessments	Lilja, Carla	9/1/2014	Share data results and notes from meeting	6/5/2015 biweekly
G3.MA1	DEA, SRA, Harcourt math and Science assessments, common assessments, Dibels; attendance and discipline summary	Keiffer, Tim	9/1/2014	growth, proficiency, attendance, and discipline reports	6/5/2015 one-time
G3.B1.S1.MA1	lesson plan reviews	Keiffer, Tim	8/19/2014	copies of lesson plan reviews	6/5/2015 quarterly
G3.B1.S1.MA4	lesson plan reviews	Lilja, Carla	8/19/2014	copies of lesson plan reviews	6/5/2015 quarterly
G3.B1.S1.MA1	lesson plans (teachers) and walk throughs (administration)	Keiffer, Tim	8/19/2014	copies of lesson plans and emails/notes with walk through observations	6/5/2015 biweekly
G3.B1.S1.MA3	lesson plans (teachers) and walk throughs (administration)	Lilja, Carla	8/19/2014	copies of lesson plans and emails/notes with walk through observations	6/5/2015 biweekly
G3.B1.S2.MA1	Classroom walk through observations	Keiffer, Tim	9/1/2014	PIES observation results	5/29/2015 monthly
G3.B1.S2.MA4	Classroom walk through observations	Lilja, Carla	8/19/2014	PIES observation results	6/5/2015 monthly
G3.B1.S2.MA1	Lesson plans	Keiffer, Tim	8/19/2014	copies of lesson plans	6/5/2015 weekly
G3.B1.S2.MA3	Lesson plans	Lilja, Carla	8/19/2014	copies of lesson plans	6/5/2015 weekly
G3.B1.S3.MA1	Classroom grades and assessments	Keiffer, Tim	8/19/2014	copies of grades and assessment results	6/5/2015 weekly
G3.B1.S3.MA1	lesson plan reviews	Keiffer, Tim	9/1/2014	copies of lesson plan reviews	5/29/2015 quarterly
G3.B1.S3.MA3	lesson plan reviews	Lilja, Carla	9/1/2014	copies of lesson plan reviews	6/5/2015 quarterly
G3.B1.S4.MA1	Classroom walkthrough observations	Keiffer, Tim	8/25/2014	copies of walkthrough results	6/5/2015 monthly
G3.B1.S4.MA3	Classroom walkthrough observations	Lilja, Carla	8/25/2014	copies of walkthrough results	6/5/2015 monthly
G3.B1.S4.MA1	Classroom grades and assessments	Keiffer, Tim	8/25/2014	copies of grades and assessments	6/5/2015 monthly

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. Increase rigor and relevance of instruction in the core curriculum.

G1.B4 Coaching

G1.B4.S1 Provide literacy and math coach to assist teachers with instruction.

PD Opportunity 1

Provide model lessons, samples, and strategies to assist teachers in reaching goals in rigor and relevance. In addition teachers will be observed to monitor progress toward this goal.

Facilitator

Math Coach, Kenyake Brown

Participants

Classroom Teachers

Schedule

Monthly, from 9/2/2014 to 5/29/2015

PD Opportunity 2

Provide model lessons, samples, and strategies to assist teachers in reaching goals in rigor and relevance. In addition teachers will be included in a monthly reading grade group meeting to monitor progress toward this goal.

Facilitator

Literacy Coach, Lisa Moore

Participants

Classroom Teachers

Schedule

Monthly, from 9/2/2014 to 5/29/2015

G1.B4.S4 Purposeful collaborative grade level planning with a focus on the creation of common assessment along with goals and scales

PD Opportunity 1

Teachers review with students the expectation for final goal of the current standard and post a visual within their room for students to self assess.

Facilitator

Bay District Schools Summer 2014 Inservice

Participants

All teachers and administration

Schedule

Weekly, from 8/19/2014 to 6/5/2015

PD Opportunity 2

Teachers will use common planning to create rigorous grade level common assessments.

Facilitator

Denise Kelley

Participants

All teachers and administration

Schedule

Biweekly, from 8/19/2014 to 6/5/2015

G2. Utilize data to drive instruction

G2.B2 Professional Development

G2.B2.S2 Professional development on PLCs and utilizing common assessments to drive instruction

PD Opportunity 1

Provide initial professional development on PLCs and common assessments

Facilitator

Ashley French

Participants

A lead teacher from each grade level, grade chairs, and administration

Schedule

On 8/13/2014

PD Opportunity 2

Book study on "Learning by Doing: A Handbook for Professional Learning Communities at Work" by Richard Dufour, Rebecca DuFour, Robert Eaker, and Thomas Many

Facilitator

CES Administration

Participants

CES Leadership Team

Schedule

Weekly, from 8/12/2014 to 9/12/2014

G2.B2.S3 Regular student assessments (self assessments and summative) to monitor progress

PD Opportunity 1

Teacher's will use goals and scales in their classroom to assist students in monitoring their own learning.

Facilitator

Bay District Schools

Participants

All teachers

Schedule

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

G3. Strengthen core instruction by increasing student engagement during instructional delivery

G3.B1 limited amount of resources to train everyone and to purchase materials

G3.B1.S1 Incorporate engaging structures into faculty meetings

PD Opportunity 1

School wide Kagan training and coaching

Facilitator

Jeremy Centeno

Participants

District Kagan Trainer

Schedule

On 4/30/2015

G3.B1.S2 School wide engaging structure of the month/SAMs club

PD Opportunity 1

Choose an engaging structure of the month and explain to teachers

Facilitator

Grade Groups

Participants

All Teachers

Schedule

Monthly, from 9/1/2014 to 5/29/2015

G3.B1.S3 Incorporate a variety of computer programs to reinforce the standards and/or extend learning

PD Opportunity 1

Include a variety of computer programs (i.e. SMART technology, Think Central, Discovery Education, Star Fall, SM7, Sumdog, etc.)

Facilitator

Bay District TOSA's

Participants

Teachers

Schedule

Weekly, from 8/19/2014 to 6/5/2015

G3.B1.S4 Utilize SRA as core curriculum to increase student engagement

PD Opportunity 1

Implement SRA in reading and math blocks

Facilitator

Bay District Schools SRA Contact

Participants

Teachers and Para's who do not have prior SRA experience

Schedule

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

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Goal 1: Increase rigor and relevance of instruction in the core curriculum.	204,800
Goal 2: Utilize data to drive instruction	30,000
Goal 3: Strengthen core instruction by increasing student engagement during instructional delivery	15,300
Grand Total	250,100

Goal 1: Increase rigor and relevance of instruction in the core curriculum.

Description	Source	Total
B4.S3.A1 - 14 Paraprofessionals for SRA reading and math assistance	Title I Part A	120,000
B4.S3.A1 - MTSS Coach and 1 Interventionist	Title I Part A	80,000
B4.S3.A1 - Wonders Materials for Enrichment Reading Initiative	Title I Part A	4,200
B4.S4.A2 - Exam View for K-5	Title I Part A	600
Total Goal 1		204,800

Goal 2: Utilize data to drive instruction

Description	Source	Total
B2.S2.A1 - TDY subs for training	Title I Part A	30,000
Total Goal 2		30,000

Goal 3: Strengthen core instruction by increasing student engagement during instructional delivery

Description	Source	Total
B1.S1.A2 - Kagan PD	Title I Part A	4,500
B1.S1.A2 - Kagan Materials	Title I Part A	800
B1.S4.A1 - SRA Materials	Title I Part A	10,000
Total Goal 3		15,300