

Yankeetown School



2014-15 School Improvement Plan

Yankeetown School

4500 HIGHWAY 40 W, Yankeetown, FL 34498

<http://yankeetown.levyschools.org/r/home>

School Demographics

School Type

Combination

Title I

Yes

Free/Reduced Price Lunch

43%

Alternative/ESE Center

No

Charter School

No

Minority

6%

School Grades History

Year

2013-14

2012-13

2011-12

2010-11

Grade

C

C

B

A

School Board Approval

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

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

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

A commitment to continuous growth

Provide the school's vision statement

Cultivating a college or career ready community

School Environment

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

Teachers are encouraged to select up to 10 students in the lowest quartile. They periodically check in with these students, offering encouragement and building a relationship with that student so they know someone cares. Individual teachers naturally build these relationships with their students. They also have the opportunity to build relationships on a daily basis during smaller intervention groups.

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

Before school, all students enter the cafeteria if they arrive on campus before 7:55. This provides them a safe, supervised location while they wait for school to begin. During school hours students are supervised at all times. We promote a safe and open environment for students to feel comfortable talking with teachers or other staff members about any issue. Students are comfortable sharing things from their family life as well as problems they may be having with another student. After school, students are escorted by a staff member to the car line or to the bus. The principal, reading coach, and guidance counselor make themselves available each morning and during lunch in the cafeteria as well as on the way out to the buses daily.

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

Individual teachers have developed rules and procedures for their classroom management plan, which is submitted annually. The middle school team has also developed some team policies and consistent consequences for consistency. As a school, we have agreed that teachers should use classroom behavioral interventions, contact parents, and hold a parent conference prior to an office referral.

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

Our guidance counselor provides monthly guidance lessons to our K-5 students. She also builds relationships with elementary and middle school students by interacting with them and eating lunch with them daily in the cafeteria. She meets with small groups of students who struggle with behaviors on a daily basis during their intervention time. Students in need of more one-on-one attention are pulled on an as-needed basis for individual counseling.

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

We monitor student attendance and send letters home after 5 absences and 9 absences. Our guidance counselor also schedules attendance meetings with families when a student is approaching 9 absences in a 9 week period or when their absences are approaching 10%.

We monitor in and out of school suspensions and meet with families of students with two or more out of school suspensions.

Course failures are monitored and students receive intervention in reading and math.

Level 1 and 2 students are tracked and receive interventions for reading and/or math.

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 | 6 | 7 | 8 | |
| Attendance below 90 percent | 8 | 6 | 3 | 6 | 7 | 5 | 4 | 6 | 2 | 47 |
| One or more suspensions | 0 | 2 | 4 | 5 | 8 | 13 | 15 | 12 | 6 | 65 |
| Course failure in ELA or Math | 2 | 2 | 0 | 5 | 0 | 0 | 0 | 1 | 0 | 10 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 10 | 6 | 8 | 7 | 9 | 4 | 44 |

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

| Indicator | Grade Level | | | | | | | | Total |
|--|-------------|---|---|---|---|---|---|---|-------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Students exhibiting two or more indicators | 2 | 1 | 2 | 2 | 1 | 5 | 4 | 1 | 18 |

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

All of our elementary students are in Tier II intervention groups regardless of their academic performance. We have groups that remediate, groups that preview, and groups that accelerate. Some of our elementary students are identified as needing Tier III intervention. They are pulled out of either PE, science, or social studies daily to receive more intense intervention in a smaller setting.

Our middle school students rotate to receive intervention and/or additional support in ELA, MA, SC, and SS during the week for 30 minutes, one day a week for each subject area. Students identified as having level 1 or 2 ELA scores on the state assessment are enrolled in an intensive reading class. In addition, disfluent students are identified and receive additional smaller group reading instruction.

Our Guidance Counselor provides group counseling for Tier II Behavior students. Students start with daily group counseling, working on individual goals with daily rewards. As students show success, they move towards meeting 3 days a week and then 2 days a week and 1 day a week. Tier III counseling is individual counseling and also includes a Behavior Intervention Plan.

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?

No

PIP Link

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

Description

We are a Title I school. Please see Parent Involvement Plan.

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

We currently have long standing supportive relationships with the local Women's Club and the Lion's Club. These organizations have provided both teachers and students with rewards, supplies, food, and clothing on a regular basis. The local VFW and Am Vets have also supported our students by offering local, state, and national competitions around a patriotic theme. The Masonic Lodge gives an award annually for citizenship, recognizing two students.

Recently, we have partnered with the Women's Club to rally the community to support a small food program, sending food home on the weekend to our neediest students.

In the past three years, we have strengthened our relationship with the Knott's River Foundation. They have increased their funding for science based projects and activities from \$1,000 in 2012/2013 to \$9,000 for the 2014/2015 school year.

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 |
|--------------------|---------------------|
| Pelton, Suzette | Principal |
| Steinberg, Natalie | Instructional Coach |

Duties

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

The Problem Solving Leadership Team meets as needed when Summary of Concerns forms are presented and after each math or reading MTSS cycle.

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

Students take a variety of assessments including but not limited to FAIR, iReady, and FLKRS. Data is compiled on individual student cards and students are grouped according to their individual needs for MTSS groups supporting both reading and mathematics. Teachers meet after every 20-day RtI cycle to assess student progress and determine next steps for Tier 2 interventions.

Title I, Part A

Title 1 funds are used to benefit all students and subgroups. The Comprehensive Needs Assessment is used to determine our needs and develop a budget for the upcoming year. A portion of this money is used to address the professional development needs of the faculty.

Title I, Part C- Migrant

Migrant services are administered through Alachua County.

Title I, Part D

N/A

Title II

This money is also used to provide professional development for teachers and administrators.

Title III

Services are provided by the district to support English Language Learners in the classroom setting.

Title X- Homeless

The district provides resources for students identifies as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

The school and district work together to educate parents and students on bullying. The emphasis is on creating an awareness of the no bullying policy and on improving the overall school climate.

Nutrition Programs

The district provides a Wellness Plan that guides the development of the school Wellness Plan.

The district also provides free breakfast and lunch to students.

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

Students in middle school are pulled for career education and high school planning prior to promotion from middle school.

Job Training

N/A

School Advisory Council (SAC)

Membership

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

| Name | Stakeholder Group |
|-----------------|----------------------------|
| Tiffany Auclair | Parent |
| Melissa Clarke | Parent |
| Chuck Gatton | Teacher |
| Mindy Gilley | Parent |
| Jen Hurtado | Education Support Employee |
| Annjanette Kint | Parent |
| Louise Lombardi | Parent |
| Mary Marsh | Education Support Employee |
| Dana Mathews | Business/Community |
| Desiree Pank | Parent |
| Carla Ruttinger | Parent |
| Suzette Steffer | Principal |
| Tamara Stephens | Business/Community |
| Rachel Wildey | Parent |
| Tony Wildey | Parent |
| Shirley Walker | 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 SAC reviewed last year's PIP portion of the SIP and gave input on improvements for next year as well as family involvement activities they would like to see. Those ideas were used in the development of this year's PIP.

Development of this school improvement plan

The majority of their development input is for the Parent Involvement piece of the SIP.

Preparation of the school's annual budget and plan

The SAC is presented with draft budgets and plans. They ask questions, make suggestions, and vote to approve.

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

We do not receive these funds.

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

Yes

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

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

| Name | Title |
|--------------------|---------------------|
| Pelton, Suzette | Principal |
| Steinberg, Natalie | Instructional Coach |

Duties

Describe how the LLT promotes literacy within the school

Using complex text, full implementation of LAFS (K-8), close reading strategies, comprehension strategies, and CIS strategies. Professional development in the form of book studies are also provided.

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

We have implemented book studies this year for professional development. During our sessions together, we use close reading strategies, distributed summarizing, collegial discourse, sharing of implementation strategies, and analysis of student work to foster positive working relationships and collaborative planning.

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

1. Select highly qualified applicants from our pool of teachers. Search online for highly qualified teachers seeking employment. Person responsible: Suzette Steffer
2. Classroom visits and regular meetings with new teachers. Person responsible: Suzette Steffer
3. New teachers are assigned a clinically trained, veteran teacher, mentor. Person responsible: Suzette Steffer

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

New teachers are paired with master teachers who have been trained to be a peer teacher. They participate in observations, conferencing, professional development and opportunities to observe colleagues.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The district guides us through a textbook adoption process and materials are selected from the state approved list.

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

In addition to classroom assessments, we use iReady and FAIR to target individual student academic needs. All students K-5 are supported through Tier II instruction in small groups for both reading and mathematics. Students in grades 6-8 receive supplemental instruction in all core classes on a weekly basis.

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: After School Program

Minutes added to school year: 28,860

The Title I and SIG1003 A budgets provide money for after school tutoring designed to support struggling students. Small groups of students (up to 5 per group) will be served for an hour and a half twice a week. The time will be equally split between reading and mathematics.

Strategy Rationale

Small groups will provide more individualized help for students.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Pelton, Suzette , suzette.pelton@levy.k12.fl.us

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

Tutoring will be implemented to support Level 1 and Level 2 students. iReady assessment data and Tier II MTSS assessment data will be collected and analyzed on a regular basis to determine the effectiveness of this strategy.

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

Yankeetown School has a Voluntary Pre-K program for the 2014-2015 school year. This program is designed to serve students based on the state prescribed criteria. The curriculum includes literacy based Opening the World of Learning Program and the Waterford Early Learning Program. Speech and Language services are provided to those students who qualify.

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

Career planning is supported through our 8th grade social studies program. Our guidance counselor personally calls families of Algebra I students who have an open spot in their schedule to discuss

virtual options to advance students' high school academics and to satisfy the virtual course graduation requirement.

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

Career planning is supported through our 8th grade social studies program.

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

All of our students who score Level 3 or above on FCAT 2.0 mathematics are enrolled in Algebra I for high school credit. Our guidance counselor also personally calls families of Algebra I students who have an open spot in their schedule to discuss virtual options to advance students' high school academics and to satisfy the virtual course graduation requirement.

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

In addition to Algebra I, we also enroll as many students as we can into the HOPE class to satisfy not only the HOPE requirement, but the online course graduation requirement as well.

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.** If we increase the implementation of comprehension strategies in all content areas, K-8, then we will see an increase in students' proficiency in ELA, MA, and SC.

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. If we increase the implementation of comprehension strategies in all content areas, K-8, then we will see an increase in students' proficiency in ELA, MA, and SC. 1a

G040140

Targets Supported 1b

| Indicator | Annual Target |
|------------------------------|---------------|
| AMO Reading - All Students | 70.0 |
| AMO Math - All Students | 59.0 |
| FCAT 2.0 Science Proficiency | 80.0 |

Resources Available to Support the Goal 2

- Reading Coach modeling and co-teaching writing lessons in all grades, K-8
- MTSS Tier II focus groups for all students
- Reading Street with new resources
- FSA Portal with questioning resources
- iReady, Reflex Math, Go Math
- District Early Elementary Resource Specialist
- Funds for Lesson Study (Subs)
- Early Release Days (10 per year)

Targeted Barriers to Achieving the Goal 3

- Collaboration Time
- K-2 ELA Focus

Plan to Monitor Progress Toward G1. 8

Gather and extrapolate summative and progress monitoring data

Person Responsible

Suzette Pelton

Schedule

Quarterly, from 10/15/2014 to 6/5/2015

Evidence of Completion

Possible available data: FSA, FAIR, LIA, iReady, CCR

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. If we increase the implementation of comprehension strategies in all content areas, K-8, then we will see an increase in students' proficiency in ELA, MA, and SC. **1**

 G040140

G1.B1 Collaboration Time **2**

 B097022

G1.B1.S1 Bi-weekly vertical department meetings **4**

 S108241

Strategy Rationale

Meeting as departments will allow us to address our PD to address barriers on a regular basis.

Action Step 1 **5**

Develop a Calendar for Common Planning time with dates and purpose determined.

Person Responsible

Suzette Pelton

Schedule

On 10/20/2014

Evidence of Completion

Calendar with established dates

Action Step 2 5

Plan structure and content for Common Planing time (agenda for laying groundwork)

Person Responsible

Suzette Pelton

Schedule

Biweekly, from 10/24/2014 to 5/29/2015

Evidence of Completion

Agenda for first department meeting and all subsequent meetings

Action Step 3 5

Conduct the initial meeting and subsequent meetings. Meetings, to include study of the new Florida Standards.

Person Responsible

Suzette Pelton

Schedule

Biweekly, from 11/14/2014 to 5/29/2015

Evidence of Completion

Agenda and minutes, sign in sheet

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

Collection of Evidence

Person Responsible

Suzette Pelton

Schedule

Biweekly, from 10/20/2014 to 5/29/2015

Evidence of Completion

Calendar, Agendas, Minutes, Sign in sheets, Lesson plans

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

Gather observational data based on common planning identified goals

Person Responsible

Suzette Pelton

Schedule

Monthly, from 12/1/2014 to 5/29/2015


Evidence of Completion

Data as shared with staff, CWT data, Lesson plans

G1.B5 K-2 ELA Focus 2

 B128887

G1.B5.S1 Visiting other exemplar classes at other schools with purposes predetermined. 4

 S140991

Strategy Rationale

Currently, our school does not have model K-2 classes, so we need to visit classrooms at other schools.

Action Step 1 5

Plan agenda for 2nd common planning meeting targeted for K-2 ELA (and ongoing meetings)

Person Responsible

Natalie Steinberg

Schedule

Biweekly, from 11/21/2014 to 5/29/2015

Evidence of Completion

Agenda

Action Step 2 5

Develop a plan to increase standards awareness and academic expectations/rigor in K-2 ELA.

Person Responsible

Natalie Steinberg

Schedule

Biweekly, from 12/5/2014 to 5/29/2015

Evidence of Completion

Agenda, minutes

Action Step 3 5

Create and implement a plan for K-2 ELA teachers to visit exemplar classrooms

Person Responsible

Natalie Steinberg

Schedule

Quarterly, from 1/30/2015 to 5/29/2015

Evidence of Completion

Schedule of classroom visits

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

Collection of Evidence

Person Responsible

Natalie Steinberg

Schedule

Monthly, from 11/21/2014 to 5/29/2015

Evidence of Completion

Classroom visit log, agendas, minutes, sign-in sheets, lesson plans

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

Gather observational data based on common planning identified goals

Person Responsible

Suzette Pelton

Schedule

Monthly, from 1/30/2015 to 5/29/2015

Evidence of Completion

Data as shared with staff, CWT data, lesson plans

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 | Develop a Calendar for Common Planning time with dates and purpose determined. | Pelton, Suzette | 10/20/2014 | Calendar with established dates | 10/20/2014 one-time |
| G1.B5.S1.A1 | Plan agenda for 2nd common planning meeting targeted for K-2 ELA (and ongoing meetings) | Steinberg, Natalie | 11/21/2014 | Agenda | 5/29/2015 biweekly |
| G1.B1.S1.A2 | Plan structure and content for Common Planning time (agenda for laying groundwork) | Pelton, Suzette | 10/24/2014 | Agenda for first department meeting and all subsequent meetings | 5/29/2015 biweekly |
| G1.B5.S1.A2 | Develop a plan to increase standards awareness and academic expectations/ rigor in K-2 ELA. | Steinberg, Natalie | 12/5/2014 | Agenda, minutes | 5/29/2015 biweekly |
| G1.B1.S1.A3 | Conduct the initial meeting and subsequent meetings. Meetings, to include study of the new Florida Standards. | Pelton, Suzette | 11/14/2014 | Agenda and minutes, sign in sheet | 5/29/2015 biweekly |
| G1.B5.S1.A3 | Create and implement a plan for K-2 ELA teachers to visit exemplar classrooms | Steinberg, Natalie | 1/30/2015 | Schedule of classroom visits | 5/29/2015 quarterly |
| G1.MA1 | Gather and extrapolate summative and progress monitoring data | Pelton, Suzette | 10/15/2014 | Possible available data: FSA, FAIR, LIA, iReady, CCR | 6/5/2015 quarterly |
| G1.B1.S1.MA1 | Gather observational data based on common planning identified goals | Pelton, Suzette | 12/1/2014 | Data as shared with staff, CWT data, Lesson plans | 5/29/2015 monthly |
| G1.B1.S1.MA1 | Collection of Evidence | Pelton, Suzette | 10/20/2014 | Calendar, Agendas, Minutes, Sign in sheets, Lesson plans | 5/29/2015 biweekly |
| G1.B5.S1.MA1 | Gather observational data based on common planning identified goals | Pelton, Suzette | 1/30/2015 | Data as shared with staff, CWT data, lesson plans | 5/29/2015 monthly |
| G1.B5.S1.MA1 | Collection of Evidence | Steinberg, Natalie | 11/21/2014 | Classroom visit log, agendas, minutes, sign-in sheets, lesson plans | 5/29/2015 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. If we increase the implementation of comprehension strategies in all content areas, K-8, then we will see an increase in students' proficiency in ELA, MA, and SC.

G1.B1 Collaboration Time

G1.B1.S1 Bi-weekly vertical department meetings

PD Opportunity 1

Conduct the initial meeting and subsequent meetings. Meetings, to include study of the new Florida Standards.

Facilitator

Lead Team

Participants

Instructional Staff

Schedule

Biweekly, from 11/14/2014 to 5/29/2015

G1.B5 K-2 ELA Focus

G1.B5.S1 Visiting other exemplar classes at other schools with purposes predetermined.

PD Opportunity 1

Develop a plan to increase standards awareness and academic expectations/rigor in K-2 ELA.

Facilitator

Natalie Steinberg

Participants

K-2 ELA teachers

Schedule

Biweekly, from 12/5/2014 to 5/29/2015

PD Opportunity 2

Create and implement a plan for K-2 ELA teachers to visit exemplar classrooms

Facilitator

Natalie Steinberg

Participants

K-2 ELA teachers

Schedule

Quarterly, from 1/30/2015 to 5/29/2015

Technical Assistance Items

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

Budget Rollup

Summary

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