Anthony Elementary School

2014-15 School Improvement Plan

Anthony Elementary School

9501 NE JACKSONVILLE RD, Anthony, FL 32617

[no web address on file]

School Demographics

School Type	**Title I**	**Free/Reduced Price Lunch**
Elementary	Yes	58%

Alternative/ESE Center	**Charter School**	**Minority**
No	No	47%

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 Marion 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.

Table of Contents

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	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

Where Missions are Possible Through Partnerships.

Provide the school's vision statement

Committed to Partnering together in order for our students to become successful lifelong learners.

School Environment

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

At the end of each school all teachers create student information cards that provide specific individual data on individual students, as well as a section for notes on each child related to proficiency, discipline, medical, etc. This information is used in the creation of scheduling students for the following school year. At the beginning of each new year, the new teachers receive the information in order to plan for the year.
The Friday prior to the first day of school is a scheduled Orientation for all students and parents to come out to the school and meet the teachers as well as become oriented to the school.
During the first couple weeks of school, teachers will have their students participate in class and team building activities while teaching procedures and expectations. Teachers are also required to make Positive phone calls for every student in their class to begin the school year on a positive note.
During the month of Sept., we hold our first SAC meeting, where we invite anyone and everyone, and use pizza and a movie for the students to try and get as many people out for our first meeting in order to explain the purpose and truly get more parents on board to join SAC.
Another activity that we implement is an Open House after the first 5 weeks of school where parents and students are invited to come to the school, learn about Title I information, go to their child's classroom and learn about class expectations, and goals for the year.

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

All students are greeted by staff members as they step on campus. Whether a student is a walker, a car rider, extended day, or a bus rider, a staff member acknowledges their presence on campus. Staff members are visible throughout the campus on a regular basis. Students are able to approach a staff member at any time if they feel threatened, need assistance, or just want to talk. When students are dismissed for the day, staff members are also visible at all exit points on the campus to help students safely exit the campus. In addition, the leadership team can be seen in the cafeteria, hallways, breezeways, and classrooms on a daily basis. The school has an open line of communication between the students, the faculty, and the staff.

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

Our school has implemented PBS as our Tier 1 behavior system. All staff members were trained prior to the first day of school on our school PBS model. The rules and expectations of the school were

reviewed. A PBS committee has been established and is led by the Dean of discipline. This committee meets on a monthly basis to review the school wide implementation of PBS. Using a token economy, students can earn thoroughbred bucks throughout the school day that can be cashed in for various items and activities.

During the first week of school students were reminded of the rules and expectations of the school. All students participated in a PBS boot camp that went over the expectations for various areas on campus. The students receive thoroughbred bucks from various staff members for following the school wide expectations.

Teachers are expected to implement our Tier 1 behavior plan to fidelity. If a disciplinary need arises, our dean can be contacted. Teachers are expected to try various behavior interventions in their classroom, as well as contact parents for disciplinary concerns. When the dean or a member of leadership is contacted, the expectation is that the teacher manages the discipline concern, while the dean or member of the leadership team continues the classroom instruction depending on the severity of the situation.

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 school has a Guidance Counselor that works closely as our Parent Liaison to assist students and families in need. The district provides a Synergy team composed of our School Psychologist, School Social Worker, and Behavior Specialist that also support all of the differing needs of our families. The School Leadership team meets weekly as a problem solving team, to discuss varying needs of groups of students, as well as individual students. Based on needs, the group will determine how best to assist students and families.

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

Early Warning System Indicators include: Attendance Below 90%; one or more suspensions; course failures; Level 1 on statewide assessment (FCAT) in 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	
Attendance below 90 percent	20	12	18	26	16	8	100
One or more suspensions	1	4	7	7	12	12	43
Course failure in ELA or Math	3	7	9	7	2	8	36
Level 1 on statewide assessment	0	0	0	0	22	14	36

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	
Students exhibiting two or more indicators	2	3	12	14	7	38

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

For students exhibiting 2 or more ealy warning indicators, the Leadership team watches these students closely. If attendance is an issue, the Guidance Counselor and School Social Worker intervene to work with the family to try and ensure the attendance improves. For students exhibiting course failures, or who scored a Level 1 on the previous year's statewide assessment, intense interventions are built into those students' daily schedules in order to try and provide necessary acedemic interventions. In the case of students with warning indicators related to discipline and suspensions, SAT members will convene to determine if a Tier II or III plan needs to be established to provide support in the area of behavior for individual students.

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/50735.

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

We are currently inviting as many parents and community members to our SAC meetings that will attend. We are also holding a 50 year celebration for our school that we are hoping will re-ignite some past community members that are no longer active members in our school.

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
Houston, Stacy	Principal
Houle, Jennifer	Assistant Principal
Johnson, James	Dean
Johnson, Logan	Instructional Coach
Bradshaw, Saundra	Guidance Counselor
Werts, Laurie	Instructional Coach

Duties

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

The School Leadership Team consists of the Principal, Assistant Principal, Dean of Students, Title I Reading Coach, Academic Math Coach, and Guidance Counselor. We meet once per week reviewing school-wide data to detemine on-going needs of our school. The Principal monitors overall student achievement and determines if there are students in danger of not making learning gains that are predicted Level 1 and 2 students. The assistant principal also monitors overall student achievement focusing in on our Level 3 and above students, ensuring their enrichment needs are appropriate. The reading coach is focusing on the data from reading instruction, reading assessments, and reading interventions. The math coach focus' on our math needs and the math data from interventions to determine changes throughout the year. The dean pulls monthly discipline data to determine if we have students struggling in our Tier I Bevavior Support System. The dean is also working with teachers in grades 3 - 5 in the area of science.The Guidance Counselor monitors attendance.

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

All teachers and instructional para-professionals utilize their time working with students during student time on campus, with the exception of one 40 minute block per day for teachers that is devoted to instructional planning. Instructional para-professionals have had extensive training this year with research based reading interventions that are being implemented on a daily basis. These interventions range from 30 to 60 minutes per day depending on the needs of the students. Title I funds are used to purchase 3 additional para-professionals to assist in the delivery of these research based interventions. These funds are also being utilized this year to provide professional development to teachers in Kagan Cooperative Learning. This is on-going from last year. Leadership meetings occur on the first Monday of each week to monitor programs and other school-wide data.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Michele Alsup	Parent
Jessica Alvarez	Parent
Della Crews	Parent
Amanda Eden	Parent
Vincent Foster	Parent
Lillian Hernandez	Education Support Employee
Stacy Houston	Principal
James Matt Johnson	Teacher
James Martin	Teacher
Dalaree Nasworth	Education Support Employee
Melissa Novoa	Teacher
Barbara Smith	Education Support Employee
Anna Smith	Parent
Paul Smith	Parent
Dawn Wilburt	Teacher
Judy Young	Parent
William Mozell	Parent
Charlotte Williams	Parent
Kathy White	Parent
Angela Thagard	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

In April of 2014, members of the SAC and community were invited for an all day work session to review last year's school improvement plan. During this work session we reviewed the school improvement plan, the parent involvement plan, and the school-parent compact.

Development of this school improvement plan

On the work session that the SAC members were invited to, we reviewed the goals and the progress made towards the goals, determining what aspects of the last's year's plan needed to be continued, and what else we need to focus on to help increase student achievement.

Preparation of the school's annual budget and plan

The Title I budget and plan for this year was revised with SAC during the April 2014 work session.

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

School improvement funds were utilized to increase the amount of classrooms with engaged technology. The Title I budget was used to purchase the materials for 4 different classrooms and the

School Improvement budget was used to cover the installation costs for these rooms. The total spent on this project was $4400.00.

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
Houston, Stacy	Principal
Houle, Jennifer	Assistant Principal
Johnson, Logan	Instructional Coach
Johnson, James	Dean
Bradshaw, Saundra	Guidance Counselor
Bruegger, Sue	Teacher, K-12
Martin, James	Teacher, ESE
Naf, Jane	Teacher, PreK
Ross, Bobette	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The LLT meets once monthly and we analyze data from core reading instruction, assessments, and interventions to determine needs. We also discuss the AR program to determine the best use to promote reading and literacy.

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

This year our school is incorporating a monthly full day collaborative planning session for 2 different groups of teachers: Pre-K through 2nd grade; and 3rd through 5th grade. During these planned and structured days the teachers will be involved in PLC's learning how to unwrap new FL Standards; become familiar with CPALMS & CMAPS; begin using the new Item Test Bank Platform; and use the FSA Portal as a tool. Teachers will also plan and write lessons together and as the year progresses we will begin to utilize the Lesson Study model to learn from each other and the most effect engagement strategies for students.

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

Retaining and recruiting are a constant goal for Anthony Elementary. During the screening process we look for Highly Qualified and in-field candidates before interviewing and do our best to not hire anyone out of field.

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

All brand new teachers receive a mentor in their grade level or area to try and give them someone to go to in the area they teach. We also pair teachers that may not be brand new, but new to our school with a mentor. These groups met at the beginning of the school year and participated in an orientation and getting to know each other activities. They also meet on a weekly basis to discuss upcoming events as well as planning for instruction.

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

Our school utilizes Core instructional programs that were state approved and went through the adoption process. We also utilize resources that were created and vetted by the State of Florida, such as CPLAMS.

Instructional Strategies

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

Data from state assessments is our initial identifier for students that are not at a proficient level. We also use data from AIMSweb, and local district assessments to determine the needs of our students. Based on the data and specific areas of weakness, students will receive interventions in ELA, Math, and Writing. Not only do we have an entirely additional block (TROT) of time for reading intervention and enrichment, teachers differentiate instruction in their ELA and Math block based on the student data.

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: 19,800

Our school was approved for the 21st Century Community Learning Center Grant which allows for the addition of 2 additional academic and 1 enrichment type project based lesson per day for 100 students.

Strategy Rationale

Providing motivating, project based lessons to our at risk students will increase student achievement.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Houle, Jennifer, jennifer.houle@marion.k12.fl.us

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

State assessments, school grades, and district assessments will be monitored to determine if achievement for the participating students increases.

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

The Title I District Office provides a Title I Pre-K/VPK program on our campus. All students are fully integrated into the school thus helping them transition to Kindergarten. In addition, information is provided to our parents from the Title I office on the HIPPY (Home Instruction for Parents of Pre-School Youngsters) program.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

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

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

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

School Improvement Goals

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

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   If we, continue the use of Cooperative Learning strategies and Extended Thinking strategies, then we will see an increase in student achievement.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. If we, continue the use of Cooperative Learning strategies and Extended Thinking strategies, then we will see an increase in student achievement. `1a`

Targets Supported `1b`

🔍 G044923

Indicator	Annual Target
FSA - Mathematics - Proficiency Rate	50.0
Math Gains	50.0
Math Lowest 25% Gains	50.0
FSA - English Language Arts - Proficiency Rate	60.0
ELA/Reading Gains	75.0
ELA/Reading Lowest 25% Gains	95.0
FCAT 2.0 Science Proficiency	50.0

Resources Available to Support the Goal `2`

- Effective Tier I instruction and plan for implementing Tier II & III instuction in reading

- Trained Instructional Para-professionals

- Research-based reading interventions

- Research-based math interventions

- Academic coaches supporting teacher needs

Targeted Barriers to Achieving the Goal `3`

- Teacher effectiveness

- Lack of time for teachers to collaborate in planning lessons and examining student data.

Plan to Monitor Progress Toward G1. `8`

Performance Matters data and FSA data will indicate increases in student achievement for all targets.

Person Responsible
Stacy Houston

Schedule

Evidence of Completion
Comparative data of how our school ranks compared to the other Florida Elementary schools.

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, continue the use of Cooperative Learning strategies and Extended Thinking strategies, then we will see an increase in student achievement. 1

🔑 G044923

G1.B1 Teacher effectiveness 2

🔑 B110702

G1.B1.S1 Teachers will participate in Kagan Professional Development. 4

🔑 S122138

Strategy Rationale

If we provide training in Cooperative Learning for teachers, then they will implement cooperative learning strategies throughout all subject areas in their classrooms.

Action Step 1　5

Plan for Kagan Cooperative Learning Days 2 & 3 training. (Location, substitutes, etc.)

Person Responsible

Stacy Houston

Schedule

On 10/10/2014

Evidence of Completion

Board Approved Contract & training dates placed on school calendar.

Action Step 2 `5`

Kagan Days 2 & 3 training

Person Responsible

Logan Johnson

Schedule

On 10/10/2014

Evidence of Completion

Attendance Roster & Agenda

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

E-mail to Mrs. Houston to ensure planning for Kagan training has been completed.

Person Responsible

Jennifer Houle

Schedule

Evidence of Completion

E-mail

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

E-mail to determine if there are any needs for the Kagan training.

Person Responsible

Logan Johnson

Schedule

Evidence of Completion

E-mail

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

Classroom walk through data

Person Responsible

Logan Johnson

Schedule

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

Evidence of Completion

By Dec., 50% of my teachers will be implementing Kagan Cooperative Learning strategies effectively. By Feb., 100% of my teachers will be implementing Kagan Cooperative Learning strategies effectively.

G1.B2 Lack of time for teachers to collaborate in planning lessons and examining student data. `2`

🔧 B110955

G1.B2.S1 Provide additional time throughout each month for teachers to examine student data and collaboratively plan so that Kagan Cooperative Learning structures and Extended Thinking Strategies are incorporated into lesson plans. `4`

🔧 S122414

Strategy Rationale

Additional time for teachers to lesson plan together will improve plans and therefore improve instruction and teacher effectiveness.

Action Step 1 `5`

Create a schedule to provide project based lessons for students while the teachers are out of the classroom for Collaborative Planning.

Person Responsible

Stacy Houston

Schedule

Monthly, from 8/29/2014 to 9/12/2014

Evidence of Completion

Completed schedule.

Action Step 2 5

Create PLC agenda for teachers to use during scheduled Collaborative Planning Days.

Person Responsible

Stacy Houston

Schedule

Monthly, from 9/8/2014 to 4/24/2015

Evidence of Completion

Collaborative PLC Agenda

Action Step 3 5

Implement Collaborative Planning once per month for Pre-K - 2nd grade team, and for 3 - 5 team.

Person Responsible

Stacy Houston

Schedule

Monthly, from 9/16/2014 to 4/22/2015

Evidence of Completion

Teachers will be required to turn in Lesson Plans from upcoming standards from the district Curriculum Maps.

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

Leadership team will review the schedules for Collaborative Planning.

Person Responsible

Jennifer Houle

Schedule

Evidence of Completion

Completed schedules for Collaborative Planning.

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

AP will review the created agenda for Collaborative Planning.

Person Responsible

Jennifer Houle

Schedule

Monthly, from 9/12/2014 to 4/13/2015

Evidence of Completion

Completed agendas.

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

AP will check with Principal 3 days prior to the events to ensure all has been planned and ready to implement.

Person Responsible

Jennifer Houle

Schedule

Monthly, from 9/12/2014 to 4/16/2015

Evidence of Completion

Review of all materials being utilized for the Collaborative Planning days, such as agenda, and lesson planning tasks for teachers.

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

During the monthly collaborative planning sessions, teachers will be asked to bring in student samples of work to be reviewed as teams from previous planning session in order to determine if the additional planning time supports the goal.

Person Responsible

Stacy Houston

Schedule

Monthly, from 10/21/2014 to 4/22/2015

Evidence of Completion

Lesson plans created during the Collaborative Planning sessions.

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	Plan for Kagan Cooperative Learning Days 2 & 3 training. (Location, substitutes, etc.)	Houston, Stacy	8/12/2014	Board Approved Contract & training dates placed on school calendar.	10/10/2014 one-time
G1.B2.S1.A1	Create a schedule to provide project based lessons for students while the teachers are out of the classroom for Collaborative Planning.	Houston, Stacy	8/29/2014	Completed schedule.	9/12/2014 monthly
G1.B1.S1.A2	Kagan Days 2 & 3 training	Johnson, Logan	10/9/2014	Attendance Roster & Agenda	10/10/2014 one-time
G1.B2.S1.A2	Create PLC agenda for teachers to use during scheduled Collaborative Planning Days.	Houston, Stacy	9/8/2014	Collaborative PLC Agenda	4/24/2015 monthly
G1.B2.S1.A3	Implement Collaborative Planning once per month for Pre-K - 2nd grade team, and for 3 - 5 team.	Houston, Stacy	9/16/2014	Teachers will be required to turn in Lesson Plans from upcoming standards from the district Curriculum Maps.	4/22/2015 monthly
G1.MA1	Performance Matters data and FSA data will indicate increases in student achievement for all targets.	Houston, Stacy	10/15/2015	Comparative data of how our school ranks compared to the other Florida Elementary schools.	one-time
G1.B1.S1.MA1	Classroom walk through data	Johnson, Logan	10/20/2014	By Dec., 50% of my teachers will be implementing Kagan Cooperative Learning strategies effectively. By Feb., 100% of my teachers will be implementing Kagan Cooperative Learning strategies effectively.	5/29/2015 monthly
G1.B1.S1.MA1	E-mail to Mrs. Houston to ensure planning for Kagan training has been completed.	Houle, Jennifer	8/7/2014	E-mail	one-time
G1.B1.S1.MA2	E-mail to determine if there are any needs for the Kagan training.	Johnson, Logan	10/2/2014	E-mail	one-time
G1.B2.S1.MA1	During the monthly collaborative planning sessions, teachers will be asked to bring in student samples of work to be reviewed as teams from previous planning session in order to determine if the additional planning time supports the goal.	Houston, Stacy	10/21/2014	Lesson plans created during the Collaborative Planning sessions.	4/22/2015 monthly
G1.B2.S1.MA1	Leadership team will review the schedules for Collaborative Planning.	Houle, Jennifer	9/2/2014	Completed schedules for Collaborative Planning.	one-time
G1.B2.S1.MA2	AP will review the created agenda for Collaborative Planning.	Houle, Jennifer	9/12/2014	Completed agendas.	4/13/2015 monthly
G1.B2.S1.MA3	AP will check with Principal 3 days prior to the events to ensure all has been planned and ready to implement.	Houle, Jennifer	9/12/2014	Review of all materials being utilized for the Collaborative Planning days, such as agenda, and lesson planning tasks for teachers.	4/16/2015 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 Opportuntities

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

G1. If we, continue the use of Cooperative Learning strategies and Extended Thinking strategies, then we will see an increase in student achievement.

G1.B1 Teacher effectiveness

G1.B1.S1 Teachers will participate in Kagan Professional Development.

PD Opportunity 1

Plan for Kagan Cooperative Learning Days 2 & 3 training. (Location, substitutes, etc.)

Facilitator

Stacy Houston (Consulting with Kagan Trainer)

Participants

Teachers

Schedule

On 10/10/2014

PD Opportunity 2

Kagan Days 2 & 3 training

Facilitator

Kagan Trainer - Rick Duvall

Participants

Teachers (All teachers not previously trained.)

Schedule

On 10/10/2014

G1.B2 Lack of time for teachers to collaborate in planning lessons and examining student data.

G1.B2.S1 Provide additional time throughout each month for teachers to examine student data and collaboratively plan so that Kagan Cooperative Learning structures and Extended Thinking Strategies are incorporated into lesson plans.

PD Opportunity 1

Implement Collaborative Planning once per month for Pre-K - 2nd grade team, and for 3 - 5 team.

Facilitator

Stacy Houston

Participants

Teachers

Schedule

Monthly, from 9/16/2014 to 4/22/2015

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: If we, continue the use of Cooperative Learning strategies and Extended Thinking strategies, then we will see an increase in student achievement.	10,571
Grand Total	**10,571**

Goal 1: If we, continue the use of Cooperative Learning strategies and Extended Thinking strategies, then we will see an increase in student achievement.		
Description	**Source**	**Total**
B1.S1.A1 - Professional Development	Title I Part A	8,844
B2.S1.A3 - District Title I Grant	Other Federal	1,727
Total Goal 1		**10,571**