

# West Pensacola Elementary School



2014-15 School Improvement Plan

## West Pensacola Elementary School

801 N 49TH AVE, Pensacola, FL 32506

www.escambia.k12.fl.us

### School Demographics

**School Type**  
Elementary

**Title I**  
Yes

**Free/Reduced Price Lunch**  
91%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority**  
71%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	F	F	D	C

### School Board Approval

This plan was approved by the Escambia County School Board on 11/18/2014.

### 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

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>8</b>
<b>8-Step Planning and Problem Solving Implementation</b>	<b>18</b>
Goals Summary	18
Goals Detail	18
Action Plan for Improvement	21
<b>Appendix 1: Implementation Timeline</b>	<b>29</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>30</b>
Professional Development Opportunities	31
Technical Assistance Items	33
<b>Appendix 3: Budget to Support Goals</b>	<b>34</b>

## 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
Priority	1	<a href="#">Melissa Ramsey</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

The mission of West Pensacola Elementary School is to provide every opportunity possible for a child to learn and develop physically, academically, creatively, and emotionally.

##### Provide the school's vision statement

The vision of West Pensacola Elementary School is that of our School District. We want to create a school where parents want to send their children, students want to learn, teachers want to teach and employees want to work.

#### School Environment

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

The school strives to learn about students' cultures and build relationships between teachers and students in the following ways:

- Parent/teacher conferences
- Teacher/student conferences
- Parent surveys
- School Family Nights
- Teachers review student cumulative folders
- Teachers meet students at the door
- Parent/student workshops after school

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

The school strives to always create an environment where students feel safe and respected before, during and after school in the following ways:

- Personnel are required to use keyed badges to enter building.
- Faculty/Staff members are assigned duty stations in both morning and afternoon.
- All classroom teachers meet students at the door
- Instruction is given on Bully Free Environment
- Raptor system is used to screen all visitors
- Safety drills are practiced on a regular basis (Fire Drill, Inclement Weather, Lockdown)
- Purpose of safety drills is communicated to families and students
- Faculty/staff are available to speak to students/families when there is a concern
- School counselor is available on campus
- Concerns of both students and families are addressed in a timely manner to include a follow up time.
- Administration has an open door policy for students and parents.
- West Pensacola Elementary is a Positive Behavior Support school

##### 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

The following steps are put into place to aid in minimizing distractions to keep students engaged during instructional time:

- School Wide Behavior Plan is utilized by all faculty and staff
- Steps for minor and major disciplinary concerns are defined in school wide plan
- District adjudication guidelines are utilized when identifying disciplinary actions for office discipline referrals
- School Wide Expectations are implemented consistently in all areas of the school
- Token economy used to reinforce school wide expectations
- Whole Brain strategies utilized in many classrooms to include classroom rules
- Other classrooms have clear and consistent classroom rules and consequences defined.

**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**

- The school strives to ensure that social-emotional needs of all students are met in the following ways:
- Teachers work with students in the classroom
  - School counselor available to students during the school day
  - School counselor works with students in small groups/individually as needs are identified
  - Lakeview Overlay Counselor available one day a week if needed
  - Behavior Coach works with students daily
  - Two Behavior Techs available as needed
  - Principal, Assistant Principal, and Curriculum Coordinator work with students daily
  - Faculty/Staff members serve as mentors to identified students

**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**

West Pensacola Elementary School's Early Warning System includes the following: Chronic absenteeism, course failure in ELA or Mathematics, students identified as scoring Level 1 on Reading and/or Math on the 2014 FCAT, and students suspended during the school year, Data for attendance, grades, and suspensions are tracked and monitored through the Focus Gradebook Program. During the 2013-2014 school year, suspension data was also tracked through RtIB. FCAT scores are monitored and reviewed through FCAT Star. In addition, all students participate in Discovery Education testing three times a year to monitor student progress.

**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	12	25	21	18	10	9	95
One or more suspensions	2	9	5	10	2	5	33
Course failure in ELA or Math	0	3	2	9	5	1	20
Level 1 on statewide assessment	0	0	0	7	25	21	53

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	1	3	4	10	11	9	38

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

Two who exhibit two or more of the early warning indicators are referred to the guidance counselor and school administration for appropriate interventions. Interventions may include: attendance meetings with parents, RTI/MTSS for academics and/or behavior, counseling referral or additional support by teachers.

**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/172374>.

**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**

Local business organizations, business establishments, and a neighborhood church support our school in the following ways:

- Backpacks of food sent home with identified students weekly
- School supplies donated for needy students
- Student incentives purchased for reward and recognition
- Community member serves on School Advisory Council
- Resources donated or provided at a reduce cost for STEM activities
- Donation made to purchase books in the Media Center
- Grant received to provide books for all students to read at home

**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
Cunningham, Sabrena	Principal
Rose, Timothy	Assistant Principal
Cothran, Laurie	Other
Hale, Lisa	Instructional Coach
Lowrey, Marnie	Instructional Coach
Brown, Elizabeth	Teacher, K-12
McLaughlin, Jonnie	Teacher, K-12
McQueen, Majorca	Teacher, K-12
Braithwaite, Deborah	Other
Morris, Kelley	Guidance Counselor

### Duties

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

Principal/Assistant Principal/Curriculum Coordinator/Guidance Counselor: Provide common vision for the use of data-based decision making ensures that the school based team is implementing Rtl, conducts assessment of Rtl skills of the school staff, and and communicates with parents regarding school-based Rtl plans and activities.

General Education Teacher: Provides information about the core instruction, participates in student data collection, delivers Tier I instruction/intervention, collaborates with other staff to implement Tier II interventions, and integrates Tier I materials/instruction with Tier II/III activities.

ESE Teacher: Participates in the Tier process to provide support and offer strategies to the general education teacher.

Instructional Coaches: Identify systematic patterns of the student's needs while working with district personnel to identify appropriate evidence-based interventions and strategies, assists with whole school screening programs that provide early intervening services for children considered "at risk"; assists with monitoring "at risk" students, data collection, and data analysis; and provides support for assessment and implementation monitoring.

***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 meets on a weekly basis to review student progress through the MTSS process. Team members review screening data and link data to instructional decisions. They also review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks and those who are at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources that are needed to meet the needs of students in MTSS. The team will collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions practice new processes and skills, and make decisions about current and future implementation.

West Pensacola Elementary receives support through Federal, State, and local programs. Title One funds of \$150,954.00 are used to provide additional personnel at the school level to support the classrooms. This year funds were used to purchase a part-time technology coordinator, and a curriculum coordinator. Funds are also used to purchase resources and materials to supplement

classroom instruction. Services are also provided to ensure students requiring additional remediation are assisted through after school programs at Summer Reading Camp.

Services for migrant children are provided by the district level Title I office. After thorough checking of the Migrant Student Information Exchange (MSIX) system and our local Student Data Base, we have determined there are no migrant children at West Pensacola Elementary School.

Services to neglected and delinquent students are provided by various district-operated programs. These services are overseen by the Title I office. West Pensacola Elementary School does not receive resources through Title I Part D.

Professional development is offered at both the school and district level. Please see each goal area for specific professional development activities (inservice education).

Services for English Language Learners (ELL) are provided as required by law. Several ESOL centers are provided at various key locations in the district. Students who do not attend centrally located school-based sites attend their zoned school where ESOL endorsed teachers provide services. All teachers who serve ELL identified students have ESOL endorsement on their teaching certificate. Our school is not an ESOL Center, but we serve two students in kindergarten and third grades. In addition, an Itinerant ESOL teacher, funded through Title III monies, is assigned to the two student(s) at our school. This teacher assists both teh classroom teacher and the ELL student(s).

The school works with the district's Homeless Coordinator to provide resources (clothing, school supplies, and social service referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. This program is overseen by the District Title I office. At West Pensacola Elementary, we have identified twenty three homeless students and provided additional assistance to these students and their families.

SAI monies received this school year will be used to provide additional resources in the classroom that will support instruction and student achievement.

The school offers a non-violence and anti-drug program to students that incorporate guest speakers, counseling, and classroom discussion. Red Ribbon Week is held in October with school-wide activities and guest speakers. Through our school's Behavior Management Plan, we provide training for faculty, staff, and students regarding bullying. The Jeffrey Johnston Stand Up for All Students Act, requires our school district to adopt an official policy prohibiting bullying and harassment of students and staff on school grounds, at school-sponsored events, and through school computer networks. In addition, our district has launched the "Bullying" Reporting website where bullies may be reported anonymously.

Our school is committed to continue offering nutritional choices in its cafeteria. This includes salad bar, ala carte items, and self serve options. Our school is also a Healthier Generation Alliance School. The school follows the district's nutrition program for summer feeding at select sites. Additional programs and staff will address the obesity issue, especially in elementary age children.

Housing Programs are offered at the district level and overseen by the Title I District Office. This program is not applicable to our school.

There is currently one Head Start program at West Pensacola Elementary with one teacher and one teacher assistant. Nineteen students are enrolled.

Adult Education is not applicable to West Pensacola Elementary, but evening programs are offered at all high schools. A "Second Chance" program is also in place for Juvenile offenders. Pensacola State College also provides programs for adults over 16 years of age.

Career and Technical Education is not applicable to West Pensacola Elementary.

Job Training is not applicable to West Pensacola Elementary.

## School Advisory Council (SAC)

### Membership

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

Name	Stakeholder Group
Sabrina Cunningham	Principal
Candi Kee	Teacher
Eric Flintroy	Education Support Employee
Laurie Cothran	Teacher
Molly Chapman	Parent
Kristy King	Parent
Renicker Moorer	Parent
Carlene Morris	Parent
Gloria Robinson	Business/Community
Katherine Wade	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*

The goals were shared and reviewed by the School Advisory Council throughout the school year. The School Advisory Council was an active participant creating and monitoring our School Improvement Plan throughout the course of the school year. At the end of the school year, the SAC reviewed data to support the overarching goals and discussed progress that was made toward the goals based on available data.

*Development of this school improvement plan*

At the end of the school year, the SAC is asked to give input on goals/initiatives for the upcoming year. The SAC is presented with a rough draft of the School Improvement Plan at the September meeting. The principal goes over the suggested goals and targets for the upcoming school year. The SAC is asked once again for suggestions/feedback to the proposed plan.

*Preparation of the school's annual budget and plan*

N/A

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

There are no School Improvement funds allocated to West Pensacola Elementary at this time.

**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
Cunningham, Sabrena	Principal
Hale, Lisa	Instructional Coach
Weber, Rachel	Teacher, K-12
Pippin, Cynthia	Teacher, K-12
Vinson, Bradley	Instructional Media
Moore, Phyllis	Teacher, ESE
Ross, Diane	Teacher, K-12
Larsen, Christy	Teacher, K-12
Graham, Christina	Teacher, K-12
McVey, Lisa	Teacher, K-12
Cothran, Laurie	Other

### Duties

#### ***Describe how the LLT promotes literacy within the school***

The Literacy Leadership Team meets on a regular basis to plan and promote Literacy within the school. The LLT plans Family Nights where parents are invited to the school to learn about reading strategies that can be used at home. They also plan and promote Celebrate Literacy Week events, Read Across America events, and other literacy based activities such as Dr. Seuss Week. Members of the LLT provide professional development on research based strategies to teachers and staff at faculty meetings and in grade group settings. Teachers on the team work with other classroom teachers to interpret data, plan for instruction, and serve as a liaison between individual classrooms, the school, and the district to address literacy concerns.

### Public and Collaborative Teaching

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

#### **Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

All grade levels have common planning times at least four days a week. During this time, grade levels can plan and learn together. Each Thursday is scheduled as professional development and/or a data review time during plan times.

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

1. Review all applicants for job postings (Principal)
2. Conduct Team Interviews (Interview Team)
3. Partnering new teachers with veteran staff (Principal)
4. Encourage Highly Qualified teachers to supervise practicum students and student teachers from UWF (Principal)

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

West Pensacola has five "new teachers" and three teachers "new to the district" this school year. New teachers are assigned a district START teacher at the beginning of the school year. The START teacher works with them throughout the school year. All teachers new to the district, including beginning

teachers, are assigned a school-based mentor. School-based mentors are assigned by one of the following criteria: close in proximity, common grade level, common subject area.

## Ambitious Instruction and Learning

### Instructional Programs and Strategies

#### Instructional Programs

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

All core subjects follow a district pacing guide. Pacing guides are written under the direction of the Subject Area Specialist to follow Florida Standards. Discovery Education is used three times during the school year for progress monitoring towards proficiency in Florida Standards. Students then receive remediation or enrichment based on DE data. Process checks are also put in place at the school level to ensure that pacing stays in line with the district pacing guides. Additionally, FCIM (Florida Continuous Improvement Model) is used to ensure that all students are exposed to the Florida Standards in Mathematics.

#### 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***

DRA data is used to identify instructional levels that students are on at the beginning of the year in 1st-3rd. Progress monitoring is given at incremental times during the school year to measure student growth. Teachers adjust small group dynamics as needs change. Students in Kindergarten are given DRA in January to identify their instructional level at that point. Until this time, teachers use data from individual student assessments and teacher observations to identify and make up of individual groups. Discovery Education is given to all K-5 students three times a year. Data from each progress monitoring is used to identify individual student strengths/weaknesses that will assist teachers in identifying and planning for small group instruction. The small groups are fluid and change based on additional data and student needs. Discovery Education data is also used to drive instruction in all classrooms and is used by classroom teachers.

***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:** 10,680

West Pensacola Elementary is an extended day school. The additional forty-five minutes each day is dedicated to reading instruction.

**Strategy Rationale**

Additional reading instruction provided to students each day by trained faculty/staff will lead to an increase in reading proficiency.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Cunningham, Sabrena, scunningham@escambia.k12.fl.us

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

Discovery Education data is collected, DRA data is used, and FCAT data from the previous school year is analyzed.

**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**

We will work with the Head Start program to provide pre-kindergarten students an opportunity to visit kindergarten classrooms and tour the school prior to the end of the school year. During the first semester, kindergarten teachers will conference with parents on expectations and curriculum for the upcoming year.

Middle schools that students feed into will be invited to come speak to all fifth graders during the second semester. Flyers and information from middle schools will be disseminated to fifth grade students/parents as it becomes available.

**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**

N/A

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

N/A

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

N/A

**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**

N/a

## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** Increase rigor in all academic areas by incorporating higher order questions and peer to peer discourse.
  
- G2.** Increase active student engagement through the use of classroom structures/routines such as Whole Brain, Kagan, Teacher/Student Feedback, and STEM activities.

## 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 in all academic areas by incorporating higher order questions and peer to peer discourse. 1a

G041447

**Targets Supported** 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	45.0
FSA - Mathematics - Proficiency Rate	45.0

**Resources Available to Support the Goal** 2

- Literacy Coach
- District Instructional Coach
- District Professional Development
- DOE Instructional Coaches
- Discovery Education Leadership Team

**Targeted Barriers to Achieving the Goal** 3

- Application of Processes/Lesson Delivery
- Following all Components of the Curriculum
- Organization/Development/Planning of Small Groups

**Plan to Monitor Progress Toward G1.** 8

All stakeholders visiting classroom will be encouraged to provide constructive feedback to teachers

**Person Responsible**

Sabrena Cunningham

**Schedule**

Monthly, from 8/11/2014 to 6/1/2015

**Evidence of Completion**

Classroom data as determined Classroom Walkthroughs Observations Feedback from Instructional Coaches

**G2.** Increase active student engagement through the use of classroom structures/routines such as Whole Brain, Kagan, Teacher/Student Feedback, and STEM activities. 1a

G041448

**Targets Supported** 1b

Indicator	Annual Target
FSA - Mathematics - Proficiency Rate	45.0
FSA - English Language Arts - Proficiency Rate	45.0

**Resources Available to Support the Goal** 2

- Instructional Coaches
- DOE Instructional Coaches
- District DA Team
- Collaboration of Faculty/Staff
- School-Wide Positive Behavior Support
- Online Professional Development Resources

**Targeted Barriers to Achieving the Goal** 3

- Classroom Structures (Kagan, Whole Brain, Whole Group, etc...)

**Plan to Monitor Progress Toward G2.** 8

Implementation of Whole Brain, Kagan, and STEM activities in classrooms along with other structures as identified

**Person Responsible**

Sabrena Cunningham

**Schedule**

Monthly, from 8/11/2014 to 6/1/2015

**Evidence of Completion**

Classroom Walkthroughs Observations VIBE entries Feedback from instructional coaches and START teacher.

## 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 in all academic areas by incorporating higher order questions and peer to peer discourse.

**1**

 G041447

**G1.B1** Application of Processes/Lesson Delivery **2**

 B100416

**G1.B1.S1** Professional development for lesson delivery and planning to include higher order questions.

**4**

 S111666

### Strategy Rationale

#### Action Step 1 **5**

Professional development will be offered to classroom teachers to assist with the application of processes and lesson delivery.

#### Person Responsible

Sabrena Cunningham

#### Schedule

Monthly, from 8/11/2014 to 6/1/2015

#### Evidence of Completion

Sign In Sheets

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

Professional Development for Application of Processes to include data analysis to form and progress monitor small groups.

**Person Responsible**

Sabrena Cunningham

**Schedule**

Monthly, from 8/11/2014 to 6/1/2015

***Evidence of Completion***

Classroom Walkthroughs as evidenced in VIBE Follow-up with facilitators Data Chats Small group lesson plans

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

Classrooms teachers will demonstrate an understanding of the application of processes and lesson delivery.

**Person Responsible**

Sabrena Cunningham

**Schedule**

Monthly, from 8/11/2014 to 6/1/2015

***Evidence of Completion***

Feedback from teachers Classroom Walkthroughs Lesson Plans

**G1.B1.S2 Modeling/Co-teaching** 4

S111667

**Strategy Rationale**

**Action Step 1** 5

Instructional Coaches will provide modeling/co-teaching for teachers as needed.

**Person Responsible**

Sabrena Cunningham

**Schedule**

Monthly, from 8/11/2014 to 6/1/2015

**Evidence of Completion**

VIBE entries Coach's Log Classroom Walk Throughs

**Plan to Monitor Fidelity of Implementation of G1.B1.S2** 6

Modeling/Co-teaching

**Person Responsible**

Sabrena Cunningham

**Schedule**

Monthly, from 8/11/2014 to 6/1/2015

**Evidence of Completion**

VIBE entries Coaching Logs Classroom Walkthroughs

**Plan to Monitor Effectiveness of Implementation of G1.B1.S2** 7

Modeling/Co-teaching

**Person Responsible**

Sabrena Cunningham

**Schedule**

Monthly, from 8/11/2014 to 6/1/2015

**Evidence of Completion**

Teacher Classroom Data as determined Classroom Walkthroughs

**G1.B1.S3 Constructive feedback from all stakeholders** 4

S111668

**Strategy Rationale**

**Action Step 1** 5

All stakeholders visiting classroom will be encouraged to provide constructive feedback to teachers

**Person Responsible**

Sabrena Cunningham

**Schedule**

Monthly, from 8/11/2014 to 6/1/2015

**Evidence of Completion**

VIBE entries Calendar of feedback conferences from District Instructional Coach and Literacy Coach

**Plan to Monitor Fidelity of Implementation of G1.B1.S3** 6

All stakeholders visiting classroom will be encouraged to provide constructive feedback to teachers

**Person Responsible**

**Schedule**

Monthly, from 8/11/2014 to 6/1/2015

**Evidence of Completion**

VIBE entries Lesson Plans

**Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7**

All stakeholders visiting classroom will be encouraged to provide constructive feedback to teachers

**Person Responsible**

Sabrena Cunningham

**Schedule**

Monthly, from 8/11/2014 to 6/1/2015

**Evidence of Completion**

Data as determined

**G1.B5 Following all Components of the Curriculum 2**

 B100420

**G1.B5.S1** Teachers will receive guidance and support to ensure components of the curriculum are followed. 4

 S111672

**Strategy Rationale**

**Action Step 1 5**

Professional Development will be offered to classroom teachers to ensure that components of the curriculum are used within the classroom

**Person Responsible**

Sabrena Cunningham

**Schedule**

Monthly, from 8/11/2014 to 6/1/2015

**Evidence of Completion**

Sign In Sheets

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

Components of Curriculum implemented

**Person Responsible**

Sabrena Cunningham

**Schedule**

Monthly, from 8/11/2014 to 6/1/2015

***Evidence of Completion***

Classroom Walkthroughs VIBE entries

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

Implementing components of the curriculum

**Person Responsible**

Sabrena Cunningham

**Schedule**

Monthly, from 8/11/2014 to 6/1/2015

***Evidence of Completion***

Classroom Walkthroughs VIBE entries Observations

**G1.B6 Organization/Development/Planning of Small Groups** 2

 B100421

**G1.B6.S1** Provide professional development for teachers on organizing, developing, and planning small groups. 4

 S111673

**Strategy Rationale**

**Action Step 1** 5

Provide professional development for teachers to assist with organization, development, and planning for small groups

**Person Responsible**

Lisa Hale

**Schedule**

Monthly, from 8/11/2014 to 6/1/2015

**Evidence of Completion**

Sign In Sheets

**Plan to Monitor Fidelity of Implementation of G1.B6.S1** 6

Development, organization, and planning for small groups

**Person Responsible**

Lisa Hale

**Schedule**

Monthly, from 8/11/2014 to 6/1/2015

**Evidence of Completion**

Classroom Walkthroughs Observation VIBE Entries

**Plan to Monitor Effectiveness of Implementation of G1.B6.S1** 7

Organization, development, and planning for small groups

**Person Responsible**

Lisa Hale

**Schedule**

Monthly, from 8/11/2014 to 6/1/2015

**Evidence of Completion**

Lesson Plans Classroom Walkthroughs Observations

**G2.** Increase active student engagement through the use of classroom structures/routines such as Whole Brain, Kagan, Teacher/Student Feedback, and STEM activities. 1

 G041448

**G2.B5** Classroom Structures (Kagan, Whole Brain, Whole Group, etc...) 2

 B100427

**G2.B5.S1** instructional Coaches and teacher leaders will share a variety of structures with faculty this year that can be incorporated into classrooms to increase student engagement. Structures that are shared will include but are not limited to: Whole Brain, Kagan, and STEM 4

 S111675

**Strategy Rationale**

**Action Step 1** 5

Provided opportunities for teachers to learn and implement structures into the classroom that will increase student engagement.

**Person Responsible**

Lisa Hale

**Schedule**

Monthly, from 9/3/2014 to 6/1/2015

**Evidence of Completion**

Evidence of Peer Coaching to include coach to teacher and teacher to teacher Sign-In Sheets

**Plan to Monitor Fidelity of Implementation of G2.B5.S1 6**

Implementation of classroom structures such as but not limited to: Whole Brain, Kagan, and STEM

**Person Responsible**

Sabrena Cunningham

**Schedule**

Monthly, from 8/11/2014 to 6/1/2015

**Evidence of Completion**

Classroom Walkthroughs Observations VIBE entries

**Plan to Monitor Effectiveness of Implementation of G2.B5.S1 7**

Whole Brain, Kagan, and STEM activities incorporated into classroom structure.

**Person Responsible**

Sabrena Cunningham

**Schedule**

On 6/1/2015

**Evidence of Completion**

Classroom Walkthroughs Observations VIBE entries Feedback from Instructional coaches and START teacher

**Appendix 1: Implementation Timeline**

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Professional development will be offered to classroom teachers to assist with the application of processes and lesson delivery.	Cunningham, Sabrena	8/11/2014	Sign In Sheets	6/1/2015 monthly
G1.B1.S2.A1	Instructional Coaches will provide modeling/co-teaching for teachers as needed.	Cunningham, Sabrena	8/11/2014	VIBE entries Coach's Log Classroom Walk Throughs	6/1/2015 monthly
G1.B1.S3.A1	All stakeholders visiting classroom will be encouraged to provide constructive feedback to teachers	Cunningham, Sabrena	8/11/2014	VIBE entries Calendar of feedback conferences from District Instructional Coach and Literacy Coach	6/1/2015 monthly
G1.B5.S1.A1	Professional Development will be offered to classroom teachers to ensure that components of the curriculum are used within the classroom	Cunningham, Sabrena	8/11/2014	Sign In Sheets	6/1/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B6.S1.A1	Provide professional development for teachers to assist with organization, development, and planning for small groups	Hale, Lisa	8/11/2014	Sign In Sheets	6/1/2015 monthly
G2.B5.S1.A1	Provided opportunities for teachers to learn and implement structures into the classroom that will increase student engagement.	Hale, Lisa	9/3/2014	Evidence of Peer Coaching to include coach to teacher and teacher to teacher Sign-In Sheets	6/1/2015 monthly
G1.MA1	All stakeholders visiting classroom will be encouraged to provide constructive feedback to teachers	Cunningham, Sabrena	8/11/2014	Classroom data as determined Classroom Walkthroughs Observations Feedback from Instructional Coaches	6/1/2015 monthly
G1.B1.S1.MA1	Classrooms teachers will demonstrate an understanding of the application of processes and lesson delivery.	Cunningham, Sabrena	8/11/2014	Feedback from teachers Classroom Walkthroughs Lesson Plans	6/1/2015 monthly
G1.B1.S1.MA1	Professional Development for Application of Processes to include data analysis to form and progress monitor small groups.	Cunningham, Sabrena	8/11/2014	Classroom Walkthroughs as evidenced in VIBE Follow-up with facilitators Data Chats Small group lesson plans	6/1/2015 monthly
G1.B5.S1.MA1	Implementing components of the curriculum	Cunningham, Sabrena	8/11/2014	Classroom Walkthroughs VIBE entries Observations	6/1/2015 monthly
G1.B5.S1.MA1	Components of Curriculum implemented	Cunningham, Sabrena	8/11/2014	Classroom Walkthroughs VIBE entries	6/1/2015 monthly
G1.B6.S1.MA1	Organization, development, and planning for small groups	Hale, Lisa	8/11/2014	Lesson Plans Classroom Walkthroughs Observations	6/1/2015 monthly
G1.B6.S1.MA1	Development, organization, and planning for small groups	Hale, Lisa	8/11/2014	Classroom Walkthroughs Observation VIBE Entries	6/1/2015 monthly
G1.B1.S2.MA1	Modeling/Co-teaching	Cunningham, Sabrena	8/11/2014	Teacher Classroom Data as determined Classroom Walkthroughs	6/1/2015 monthly
G1.B1.S2.MA1	Modeling/Co-teaching	Cunningham, Sabrena	8/11/2014	VIBE entries Coaching Logs Classroom Walkthroughs	6/1/2015 monthly
G1.B1.S3.MA1	All stakeholders visiting classroom will be encouraged to provide constructive feedback to teachers	Cunningham, Sabrena	8/11/2014	Data as determined	6/1/2015 monthly
G1.B1.S3.MA1	All stakeholders visiting classroom will be encouraged to provide constructive feedback to teachers		8/11/2014	VIBE entries Lesson Plans	6/1/2015 monthly
G2.MA1	Implementation of Whole Brain, Kagan, and STEM activities in classrooms along with other structures as identified	Cunningham, Sabrena	8/11/2014	Classroom Walkthroughs Observations VIBE entries Feedback from instructional coaches and START teacher.	6/1/2015 monthly
G2.B5.S1.MA1	Whole Brain, Kagan, and STEM activities incorporated into classroom structure.	Cunningham, Sabrena	8/11/2014	Classroom Walkthroughs Observations VIBE entries Feedback from Instructional coaches and START teacher	6/1/2015 one-time
G2.B5.S1.MA1	Implementation of classroom structures such as but not limited to: Whole Brain, Kagan, and STEM	Cunningham, Sabrena	8/11/2014	Classroom Walkthroughs Observations VIBE entries	6/1/2015 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 in all academic areas by incorporating higher order questions and peer to peer discourse.

**G1.B1** Application of Processes/Lesson Delivery

**G1.B1.S1** Professional development for lesson delivery and planning to include higher order questions.

### PD Opportunity 1

Professional development will be offered to classroom teachers to assist with the application of processes and lesson delivery.

#### Facilitator

District Instructional Coach Literacy Coach DOE Instructional Coaches Teacher Leaders District Subject Area Specialists

#### Participants

Classroom Teachers

#### Schedule

Monthly, from 8/11/2014 to 6/1/2015

**G1.B5** Following all Components of the Curriculum

**G1.B5.S1** Teachers will receive guidance and support to ensure components of the curriculum are followed.

### PD Opportunity 1

Professional Development will be offered to classroom teachers to ensure that components of the curriculum are used within the classroom

#### Facilitator

District Instructional Coaches Literacy Coach District Subject Area Specialists DOE Instructional Coaches

#### Participants

Classroom Teachers

#### Schedule

Monthly, from 8/11/2014 to 6/1/2015

## **G1.B6 Organization/Development/Planning of Small Groups**

**G1.B6.S1** Provide professional development for teachers on organizing, developing, and planning small groups.

### **PD Opportunity 1**

Provide professional development for teachers to assist with organization, development, and planning for small groups

#### **Facilitator**

District Instructional Coach Literacy Coach District Subject Area Specialist Math/Science Coach  
Math Specialist

#### **Participants**

Classroom Teachers

#### **Schedule**

Monthly, from 8/11/2014 to 6/1/2015

**G2.** Increase active student engagement through the use of classroom structures/routines such as Whole Brain, Kagan, Teacher/Student Feedback, and STEM activities.

## **G2.B5 Classroom Structures (Kagan, Whole Brain, Whole Group, etc...)**

**G2.B5.S1** instructional Coaches and teacher leaders will share a variety of structures with faculty this year that can be incorporated into classrooms to increase student engagement. Structures that are shared will include but are not limited to: Whole Brain, Kagan, and STEM

### **PD Opportunity 1**

Provided opportunities for teachers to learn and implement structures into the classroom that will increase student engagement.

#### **Facilitator**

Instructional Coaches and Teacher Leaders

#### **Participants**

All teachers

#### **Schedule**

Monthly, from 9/3/2014 to 6/1/2015

## 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