

Argyle Elementary School

2625 SPENCERS PLANTATION BLVD, Orange Park, FL 32073

<http://aes.oneclay.net>

School Demographics

School Type
Elementary

Title I
No

Free/Reduced Price Lunch
43%

Alternative/ESE Center
No

Charter School
No

Minority
57%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	B	A	A

School Board Approval

This plan is pending approval by the Clay 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

The mission of Argyle Elementary School is to equip students with the skills needed to forge the future's next discoveries, inventions, solutions and adventures in a world of new possibilities.

Provide the school's vision statement

The School District of Clay County and Argyle Elementary School exist to prepare life-long learners for success in a global and competitive workplace and in acquiring applicable life skills.

School Environment

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

Teachers and administration learn about our diverse school population through daily interaction with students and families. AES offers a wide variety of teacher sponsored after-school activities and clubs which help to build strong teacher student relationships.

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

Argyle Elementary School has participated in Randy Sprick's Safe & Civil Schools training. This has helped us to look at day to day operating procedures, leading to a change in arrival and dismissal methods, creating a more controlled and safe environment. Additionally, the team focused on making the playground safer by adding additional equipment to lesson overcrowding, creating and teaching rules for appropriate playground safety and use and training teachers on expected supervision of students.

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

A Foundations team has been established with administration and members of each grade level. This team attends trainings and works with staff to establish school wide rules and policies which foster a safe and orderly climate across all school settings. Teachers are CHAMPS trained and implement CHAMPS in the class room to establish and maintain a composed, engaging learning environment, and provide continuity of behavior expectations throughout the school.

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

All students/families are required to sign and return the Code of Conduct created by Clay County School District to ensure that they know and understand the rules and expectations that are determined to provide a supportive, quality educational experience. At Argyle, the implementation of CHAMPS and Foundations creates a safe environment for students across all school settings. Additionally, the Making Meaning Reading Program and Being a Writer writing program include a social/emotional component that is embedded into reading and writing lessons. For more specific student needs, social skill training is offered to students who need development in this area. The

guidance counselor, a behavior site coach and military counselor are available for student and family support. A social worker assigned to the school one day per week, is utilized to seek resources from outside agencies for students in need of more advanced 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

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
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

A multi tiered

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

The school holds a parent volunteer training/meeting to introduce parents/community members to the school. A volunteer coordinator acts as a liaison with parents and community members. The school's Parents In Education group is an active group that provides communication between school and parents.

Family nights are held at local businesses such as Brewsters Ice Cream, Chick-Fil-A and McDonalds. The Focus Parent Portal can be used by parents to check on their child's grades, assignments, attendance, discipline and report card grades in real time. Periodic opportunities are held for parents

to come to the school after regular hours to register and verify identity to access the portal. The Parentlink Parent Communication Program is used weekly to call and/or email parents as reminders or to keep them apprised of school events. Teachers are required to have all parents' email addresses on a distribution list for effective and efficient two way communication. Evening conferences are held after the first quarter to accommodate working parents. The School Advisory Council conducts a phone survey of 10% of the student body each spring seeking input into the policies, procedures and Argyle's standing in the community.

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

The school holds a parent volunteer training/meeting to introduce parents/community members to the school. A volunteer coordinator acts as a liaison with parents and community members. Family nights are held at local businesses such as Brewsters Ice Cream, Chick-Fil-A and McDonalds. Students from the local high school volunteer at the school in many ways: tutoring, facility enhancement, working at festivals, classroom visits.

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
Roman, Theresa	Principal

Duties

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

The School Based Leadership Team (SBLT) is comprised of a teacher from each grade level, including ESE, and administrators. Each team member is responsible for helping to make data-based decisions using the universal screener data and grade appropriate benchmarks and expectations. The SBLT member shares information pertaining to the Multi Tiered Support System with their grade level teams as well as helps guide their grade level's data conversations after each assessments window.

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

Each grade level agrees upon particular assessments that all teachers will administer per quarter in addition to the County's assessments. As the data is gathered, teachers input the results on an Excel spreadsheet. Each quarter, the SBLT meets to analyze the data to determine if there are certain areas of need within the core instruction. If the data reveals that less than 70% of our learners are meeting the benchmarks, the SBLT discusses ways to supplement the core curriculum with additional instructional strategies or materials. If the data reveals that 80% or more of our learners are meeting

the benchmarks, the SBLT identifies the individual students falling below expectations and the area of instructional need. Additional resources like CARS and STARS, Florida Ready, and Phonics for Reading are purchased to provide more targeted support for these students in need.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Theresa Roman	Principal
Edwin Santiago	Parent
Diane Rivera	Parent
Joshua Pare	Parent
Jewel Palmer	Parent
Kevin Knight	Parent
Erika Obermeyer	Parent
Mike Neely	Education Support Employee
Diedre Calloway	Teacher
Pam Lively	Teacher
Jane Ledbetter	Teacher
Gennifer Smith	Teacher
Lynn Neely	Business/Community

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

We reviewed last year's school improvement plan and found that it was implemented successfully. The strategies and action steps were carried out with effectiveness as evidenced through lesson plans, walk through observations and formal observations. The effectiveness of these strategies and fidelity of the action plan yielded us to raise our school grade from a B last year back to an A school which we had been previously.

Development of this school improvement plan

The teachers and administration on the SAC play a more significant role, along with all other faculty members, in analyzing the school data to determine the targeted areas of growth for the SIP. The SAC plays a more vital role in their willingness to financially support and brainstorm suggestions of many of the ways we will overcome the barriers we face in each academic goal of our plan.

Preparation of the school's annual budget and plan

SAC money was utilized to purchase additional resources for the classroom and also to pay for substitutes so teachers could attend trainings.

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

science materials- \$119.48
Reflex Math (web-based)- \$750.00
Brain Pop Jr (web-based)- \$586.11
Reading A-Z (web-based)- \$849.50
substitute for teacher training- \$672

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

The school has a minimum of

Literacy Leadership Team (LLT)

Membership

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

Name	Title
Roman, Theresa	Principal
Smith, Gennifer	Teacher, ESE
Ray, Kate	Teacher, K-12
Sohl, Page	
Byers, Allison	Teacher, K-12
Ayers, Jessica	Teacher, K-12
Gresser, Nancy	Teacher, K-12
Bradley, Stacy	Teacher, K-12
Henderson, Carol	Teacher, K-12
LaPointe, Lynn	Teacher, K-12
Ledbetter, Jane	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team will work together to plan events for Just Read Florida's Celebrate Literacy Week, ongoing reading incentives, and maintain a book swap in the summer for families to borrow books.

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

Teachers have one hour weekly PLCs that are committed to learning new standards, creating assessments and discussing a variety of topics such as struggling students, successes in the classroom, lesson ideas and teacher/ student collaboration.

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

Theresa Roman, the principal, hosts mock interviews with the upcoming graduates at the University of North Florida. In addition, we participate in the county recruitment fair. In an effort to retain highly qualified teachers, we partner them with an experienced teacher.

We retain highly qualified, certified-in-field effective teachers in the following ways:

1. Reduced class size (FL DOE)
2. Comprehensive professional development
3. Uninterrupted reading block
4. Technology resources (3 labs)
5. Behavior coach to support teachers with strategies for challenging students
6. Leveled libraries to support guided reading and IDR
7. Training on best practices strategies
8. Active Parents in Education Group

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

Teachers who are in the TIP program and partnered with a highly qualified teacher on the same grade level.

PLCs provide weekly mentoring for new teachers.

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 curriculum specialists create a curriculum map aligned with Florida State Standards and pacing guides to assure that all standards are taught throughout the school year. The core reading, writing and math programs are aligned to the standards. The framework for intentional and targeted teaching guide follows best practices to ensure that Florida State Standards are met.

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

Teachers create quarterly data sheets for reading and math with various indicators to progress monitor individual student proficiency. This data is used to drive instruction. Data from these progress monitoring sheets is used to make instructional decisions for students. Students can be placed into small group instruction, after school tutoring, in school tutoring, or have an MTSS plan created.

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: 3,600

Argyle offers a variety of enrichment clubs and activities for multiple grade levels: Garden Club, Jogging Club, Pioneer Sounds (choral and instrumental), Science Club, Math teams, school plays, Argyle Idol, Arts at Argyle, STEM competitive Robotics and Junior Robotics.

Strategy Rationale

When students are exposed to different activities it builds their background knowledge and vocabulary. It also develops a sense of belonging and collaboration with others.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Roman, Theresa, troman@oneclay.net

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

Parents are surveyed via phone annually to determine the effectiveness of the clubs provided.

Strategy: After School Program

Minutes added to school year: 900

Argyle provides differentiated instruction through after school tutoring to third, fourth and fifth graders that are having difficulty attaining proficiency in the Florida State Standards in the areas of math and reading.

Strategy Rationale

Providing differentiated instruction allows students to gain strategies to meet success in areas where they were previously deficient.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Corsi, Michelle, mcorsi@oneclay.net

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

A pre and post test are given to progress monitor our students.

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 provide a smooth transition to our school in a variety of ways. Students that register early for kindergarten are scheduled for a kindergarten screening over the summer. The data collected from these screenings helps appropriately balance kindergarten classes. Additionally, parents are given a copy of grade level expectations and initial kindergarten readiness skills to work on at home at this time. Argyle also has a pre-kindergarten 3 year-old and 4 year-old class that help with the transition to kindergarten. These classes are made up of 4 model students and the other students are exceptional student education (ESE) students. An evening orientation prior to the beginning day of school is provided where all students in our school and their parents have the opportunity to go to their classrooms, meet the teacher, learn about the program students will be experiencing, their expectations, rules and routines. Each grade level has a Parent Curriculum Night in early fall. All teachers screen their students at the beginning of the year to determine individual acquisition of specific skills and knowledge. On-going progress monitoring tools such as FAIR, DRA and PM Diagnostic tests in reading and math are given along with teacher created assessments. FLKRS is administered within the first thirty days of school to assess all kindergarten students. Based on progress monitoring students are taught best practices in differentiated small groups and individually as needed so they can be successful. We provide an ESE pre-kindergarten and voluntary pre-kindergarten program for students identified as developmentally delayed. School budgeted funds and district funding are dedicated to ensuring a pleasant, successful transition to our elementary program. The effectiveness of our preschool transition design is determined by data collected from initial FLKRS assessments.

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.** Increase faculty knowledge in Florida State Standards.
- G2.** Increase faculty and student collaboration within the classroom.

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 faculty knowledge in Florida State Standards. 1a

G046116

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	70.0

Resources Available to Support the Goal 2

- District based resources: Blackboard, Making Meaning, Being A Writer, Go Math, Curriculum Maps Web based resources: CPalms, PD360, teacher blogs, EdHelper, BrainPop, Moby Max, Reading A-Z, FSA Portal Personnel based resources: District curriculum specialist, PLC teams, administration

Targeted Barriers to Achieving the Goal 3

- Lack of resources to supplement county adopted materials to cover all standards and the need for common time to plan and utilize these resources effectively

Plan to Monitor Progress Toward G1. 8

Teachers will utilize QTEs, PLC logs, and formative and informal assessments.

Person Responsible

Theresa Roman

Schedule

Monthly, from 11/3/2014 to 6/5/2015

Evidence of Completion

Lessons that correlate to the district curriculum maps and Florida standards, walk throughs, observations

G2. Increase faculty and student collaboration within the classroom. 1a

G046117

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	77.0

Resources Available to Support the Goal 2

- Interactive student response journals
- Weekly 1 hour PLC's with team members; utilizing websites for information: utube, teacher tube, professional literature, learningchannel.com, etc.

Targeted Barriers to Achieving the Goal 3

- Faculty members have varied levels of knowledge in teaching students how to effectively collaborate.

Plan to Monitor Progress Toward G2. 8

Weekly PLC meetings with teams, teacher observation, documentation in lesson plans, formative assessments and both local and district student performance data, weekly PLC log

Person Responsible

Theresa Roman

Schedule

Biweekly, from 8/12/2014 to 5/29/2015

Evidence of Completion

Walk-through data, instructional appraisal tool, lesson plans, Performance Matters data, QTE data, PLC logs

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 faculty knowledge in Florida State Standards. **1**

 G046116

G1.B1 Lack of resources to supplement county adopted materials to cover all standards and the need for common time to plan and utilize these resources effectively **2**

 B114074

G1.B1.S1 PLC teams will identify standards within grade level that are not targeted in materials and suggest needed resources. Appropriate training and supplemental resources will be provided. **4**

 S125558

Strategy Rationale

To be an effective standards based teacher, appropriate training and resources are needed to meet success.

Action Step 1 **5**

We will develop a one hour weekly common planning time dedicated to teacher collaboration and training.

Person Responsible

Theresa Roman

Schedule

Weekly, from 11/3/2014 to 6/5/2015

Evidence of Completion

PLC logs and notebooks, training sign in sheets

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

Teachers in PLC teams will maintain logs and notebooks citing discussions and collaboration regarding implementation of standards, resource needs, and training.

Person Responsible

Theresa Roman

Schedule

Weekly, from 11/3/2014 to 6/5/2015

Evidence of Completion

PLC logs and notebooks, training sign in sheets

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

Through classroom observation and discussion at PLCs, administration will monitor the effectiveness of trainings and use of additional resources.

Person Responsible

Theresa Roman

Schedule

Weekly, from 11/3/2014 to 6/5/2015

Evidence of Completion

PD360 logs of walk throughs, observations, PLC logs

G2. Increase faculty and student collaboration within the classroom. 1

G046117

G2.B1 Faculty members have varied levels of knowledge in teaching students how to effectively collaborate. 2

B114075

G2.B1.S1 Weekly Professional Learning Community meetings will focus on increasing teacher knowledge of teaching and implementing student collaboration strategies by focusing on the 5 components of the framework. 4

S125560

Strategy Rationale

Teachers need to know effective student collaboration strategies for each content area.

Action Step 1 5

Teachers will meet in weekly one hour PLCs to work collaboratively on the 5 components of the framework and plan lessons together.

Person Responsible

Michelle Corsi

Schedule

Weekly, from 8/12/2014 to 5/29/2015

Evidence of Completion

walk-through and observation data

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Administration walk-throughs and observations

Person Responsible

Michelle Corsi

Schedule

Weekly, from 8/12/2014 to 5/29/2015

Evidence of Completion

Walk-through data, observation data, PLC logs, lesson plans

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Student performance data,
classroom walkthroughs, formative assessment data analyzed at PLC meetings

Person Responsible

Michelle Corsi

Schedule

Evidence of Completion

FAIR, DRA, Performance Matters, other assessments

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	We will develop a one hour weekly common planning time dedicated to teacher collaboration and training.	Roman, Theresa	11/3/2014	PLC logs and notebooks, training sign in sheets	6/5/2015 weekly
G2.B1.S1.A1	Teachers will meet in weekly one hour PLCs to work collaboratively on the 5 components of the framework and plan lessons together.	Corsi, Michelle	8/12/2014	walk-through and observation data	5/29/2015 weekly
G1.MA1	Teachers will utilize QTEs, PLC logs, and formative and informal assessments.	Roman, Theresa	11/3/2014	Lessons that correlate to the district curriculum maps and Florida standards, walk throughs, observations	6/5/2015 monthly
G1.B1.S1.MA1	Through classroom observation and discussion at PLCs, administration will monitor the effectiveness of trainings and use of additional resources.	Roman, Theresa	11/3/2014	PD360 logs of walk throughs, observations, PLC logs	6/5/2015 weekly
G1.B1.S1.MA1	Teachers in PLC teams will maintain logs and notebooks citing discussions and collaboration regarding implementation of standards, resource needs, and training.	Roman, Theresa	11/3/2014	PLC logs and notebooks, training sign in sheets	6/5/2015 weekly
G2.MA1	Weekly PLC meetings with teams, teacher observation, documentation in lesson plans, formative assessments and both local and district student performance data, weekly PLC log	Roman, Theresa	8/12/2014	Walk-through data, instructional appraisal tool, lesson plans, Performance Matters data, QTE data, PLC logs	5/29/2015 biweekly
G2.B1.S1.MA1	Student performance data, classroom walkthroughs, formative assessment data analyzed at PLC meetings	Corsi, Michelle	FAIR, DRA, Performance Matters, other assessments	one-time	
G2.B1.S1.MA1	Administration walk-throughs and observations	Corsi, Michelle	8/12/2014	Walk-through data, observation data, PLC logs, lesson plans	5/29/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Increase faculty knowledge in Florida State Standards.

G1.B1 Lack of resources to supplement county adopted materials to cover all standards and the need for common time to plan and utilize these resources effectively

G1.B1.S1 PLC teams will identify standards within grade level that are not targeted in materials and suggest needed resources. Appropriate training and supplemental resources will be provided.

PD Opportunity 1

We will develop a one hour weekly common planning time dedicated to teacher collaboration and training.

Facilitator

Michelle Corsi, Assistant Principal and Theresa Roman, Principal

Participants

AES faculty

Schedule

Weekly, from 11/3/2014 to 6/5/2015

G2. Increase faculty and student collaboration within the classroom.

G2.B1 Faculty members have varied levels of knowledge in teaching students how to effectively collaborate.

G2.B1.S1 Weekly Professional Learning Community meetings will focus on increasing teacher knowledge of teaching and implementing student collaboration strategies by focusing on the 5 components of the framework.

PD Opportunity 1

Teachers will meet in weekly one hour PLCs to work collaboratively on the 5 components of the framework and plan lessons together.

Facilitator

Corsi

Participants

teachers

Schedule

Weekly, from 8/12/2014 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