



## Sun Blaze Elementary

9101 RANDAL PARK BLVD, Orlando, FL 32832

[ no web address on file ]

### School Demographics

**School Type**  
Elementary

**Title I**  
No

**Free/Reduced Price Lunch**  
55%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority**  
76%

### School Grades History

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

### School Board Approval

This plan was approved by the Orange County School Board on 2/10/2015.

### 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	3	<a href="#">Ella Thompson</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

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

Mission:

To be the top producer of successful students in the nation

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

Vision:

To lead our students to success with the support and involvement of families and the community

#### School Environment

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

The faculty and staff at Sun Blaze Elementary School is partnering with the school's PTA to provide several cultural awareness events throughout the school year. These events will help expose students to a variety of different cultures, so they can better understand the ideas, beliefs and values of people in their community. Teachers will also design and teach lessons about cultural icons, leaders and events that have played a significant role in shaping the culture of different societies around the world.

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

The staff at Sun Blaze Elementary School takes student safety and their well-being very seriously. Each staff member is assigned to a designated duty posts throughout the campus during arrival and dismissal. This intense level of supervision gives students the feeling that there is always an adult available to help them and/or keep them safe. It also gives staff an opportunity to build relationships with the students. Positive relationships with students are proven to increase student achievement and attitudes about school. Students are also taught and encouraged to abide by the school's "RAYS" Rules. The rules are displayed on posters around the campus and in classrooms and emphasize the expectations that the school has in regards to student behavior. Teachers and school administrators reinforce the "RAYS" Rules on a regular basis.

##### 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

"RAYS" Rules serve as the foundation of Sun Blaze Elementary School's school-wide behavior plan. The rules are prominently displayed on posters and signage throughout the school. Teachers teach the rules and the Code of Conduct to their students at the beginning of the school year, and administrators provide incentives to students that exemplify these core principles by word or action. Discussions about school-wide expectations for model behavior are routinely reviewed by teachers during classroom meetings and by administrators on the morning announcements. A formal review of the "RAYS" Rules and Code of Conduct is done at the beginning of each marking period. Each review is recorded in the teacher's lesson plans and students sign an acknowledgement form confirming their participation.

**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**

Sun Blaze ensures the social-emotional needs of all students are met by having a full time behavior specialist who is also a certified guidance counselor. All students have access to the behavior specialist. Students who are identified as needing social skills training on their IEP's are pulled weekly to work with the behavior specialist in small groups. The behavior specialist also works with teachers to write and implement Behavior Improvement Plans for students with severe behavior concerns. The behavior specialist works with the OCPS SEDNET department to refer students to outside counseling agencies as needed.

**Early Warning Systems**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

**Describe the school's early warning system and provide a list of the early warning indicators used in the system**

We had 51 students with attendance rates below 90%.  
We had 7 students with 1 or more suspensions.  
We had 41 students earning an 'F' in ELA or Math.  
We had 52 students earn a Level 1 on FCAT/FAA.  
30 students have 2 or more early warning signs.

**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	11	8	7	12	5	8	51
One or more suspensions	0	3	1	1	1	1	7
Course failure in ELA or Math	0	0	4	6	17	14	41
Level 1 on statewide assessment	0	0	0	20	14	18	52

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

Indicator	Grade Level				Total
	2	3	4	5	
Students exhibiting two or more indicators	1	9	12	8	30

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

Assistant Principal monitors attendance and meets with parents of students whose rates are below 90%.  
Assistant Principal monitors behavior and assists in writing behavior plans when needed.  
Teachers follow all MTSS guidelines for tiered interventions and progress monitoring. Teachers regroup students across the grade level to target specific intervention needs and all students who scored a level 1 on FCAT.

**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**

Sun Blaze Elementary School will encourage parental involvement by providing extra-curricular activities and academic focused nights. Sun Blaze will host two school wide conference nights as well as monthly PTA, SAC, and PLC meetings.

**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**

Sun Blaze Elementary School staff members built some really strong partnerships with several local businesses, community members and a faith-based organization during the 2013-2014 school year. Each one was created to help improve the overall school environment and to find additional resources for students and teachers. Needs now exceed what current partners can provide, so the PTA created a volunteer chair position to help school staff attract and develop more partnerships. The added support will be dedicated to finding partners that can aide or finance programs that can improve student achievement.

**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
Abbe, Susan	Principal
Davis, Christopher	Assistant Principal
Elkins, Kimberly	Instructional Coach
Palermo, Elizabeth	Other
Holzappel, Marta	Instructional Media
Rivers, Monique	Guidance Counselor

**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 meets weekly to address and problem solve concerns or issues that are current at the school. Each leadership team member attends weekly PLC meetings with grade level teachers to assist with any instructional concerns.

**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 members of the school based leadership team are responsible for maximizing our resources to make the greatest impact on student learning. We discuss maximizing our resources at our monthly data meetings in order to make sure that all programs and resources are being used as intended. Members of the administrative team, with input from our resource teacher/classroom teachers, work to align all available resources including personnel, instructional and curricular materials in order to meet the needs of all students and to maximize student outcomes. The administration team is continuously looking for ways to provide support for our classrooms during their intervention block by maximizing instructional time and using instructional funds to benefit all students. Our ELL para's schedule is carefully planned so she has ample time to work with our non-English speaking students. Our SLD resource teacher's schedule is planned to provide the most support to our ESE students while following the minutes indicated on the IEP. Our Reading Coach works closely with teachers to ensure proper implementation of programs as well as assists in maximizing instructional time during meaningful guided reading groups. Also, our teachers are provided weekly time to work collaboratively in PLC groups.

### **School Advisory Council (SAC)**

#### **Membership**

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

Name	Stakeholder Group
Susan Abbe	Principal
Kimberly Elkins	Teacher
Jennifer Poole	Parent
Kari Grimm	Parent
Fayda Douglin	Teacher
Stacey Nixon	Parent
Kelly Hagan	Parent
Nicole Figueroa	Teacher
Maritza Villalobos	Teacher
Rebecca Coram	Teacher
Bonnie Morales	Parent
Dawn Thomas	Parent
Karen Starrett	Parent
Phyllis Kalil	Parent
Madeline Ojeda	Business/Community
Lisa Rivera	Education Support Employee
Breslyn Vargas	Education Support Employee
Jose Marmolejo	Parent
Yashira Arroyo	Parent
	Student

### 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*

At the beginning of each new year, the school staff reports to SAC the results of last year's test results and the results of our SIP goals.

*Development of this school improvement plan*

The purpose of SAC is to assist in the preparation, implementation, and evaluation of the school improvement plan as required pursuant to Florida law. It shall perform such functions as are prescribed by the regulations of the school board.

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

The SAC gives input to the principal in the planning of the upcoming year's budget. It is to the principal's advantage to have the assistance of representation from all areas of the school community in developing the plan to improve the school. SAC will also decide on the allocation of School Recognition funds.

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

Sun Blaze opened in 2013-2014. The state has not provided School Improvement funds to the district in about 5 years +/- . The district continued to provide funds to schools for 1-2 years after the state stopped funding school improvement, at the same level the state was funding, \$5 per FTE. With the downturn in the economy and more pressing needs the district discontinued the funds to schools in order to support other needed resources. In the last 2-3 years, if there has been any lottery funds remaining at the district level, those funds were distributed equitably to all schools based on the number of FTE at each school. Last year, Sun Blaze received approximately \$3600 and this was used to purchase agendas/planners for every student at the school.

**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
Holzapfel, Marta	Instructional Media
Ghanbari, Sara	Teacher, K-12
Cintron, Ivelisse	Teacher, ESE
Eisenberg, Tabitha	Teacher, K-12
Cadogan, Tomicka	Teacher, K-12
Hoffman, Peggy lee	Teacher, K-12
Wali, Jenny	Teacher, K-12
Marrero, Nora	Teacher, K-12
Abbe, Susan	Principal

**Duties**

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

The major initiative of the Literacy Leadership Team will be to promote reading success. Our LLT will initiate student goal setting for reading. Students will set 4 goals a year, (one each marking period), and teachers will monitor this through the use of AR or other tools. Incentives and celebrations will be included. The LLT will meet regularly to discuss as well as analyze assessment data to establish needs that promote student achievement. In addition to regular meetings, the team will revisit and reevaluate the reading curriculum to be sure it is integrated across all grade levels. Designated members will meet with grade level teams to share reading programs and plans for the school year. The literacy team will choose Professional Development and book studies that are aligned with the needs of our staff.

**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**

Grade level teams choose their own team leader each year. PLC's are intentionally scheduled and teachers meet weekly. Teachers also meet weekly for common planing time. Teachers are asked to divide duties and submit this plan to the administration.

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

1. Assign mentors- based on teachers who have the necessary training
2. Scheduled monthly meetings with instructional coach
3. Provide ongoing, differentiated professional development
4. Coaches and resource teachers assigned to work closely with new teachers

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

1. Assign mentors- based on teachers who have the necessary training
  2. Scheduled monthly meetings with instructional coach
  3. Provide ongoing, differentiated professional development
  4. Coaches and resource teachers assigned to work closely with new teachers
  5. Mentors and Mentees meet weekly
- We paired mentors with new teachers based on common grade level or area of expertise.

## **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 has a rigorous adoption process that analyzes the correlation between core program materials and the Florida Standards. Core instructional resources are provided on the Instructional Management System (IMS) and are aligned to the Florida Standards. All schools are expected to utilize the standards-based resources during daily instruction.

#### **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 differentiate their instruction and deliver most of their targeted instruction in small groups. Teachers modify and enrich assignments when needed. Teachers communicate students progress frequently.

***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: 4,320**

Students will have the opportunity to participate in after school Chorus that focuses on Arts. We will also offer K-Kids club which is a service oriented club that empowers students to plan and implement a project that serves others. We have a dance club and a math and science club as well. We also contract with the YMCA and they provide students with supervised activities and homework help.

**Strategy Rationale**

Students who feel a connection to the school will do better at school.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

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

Davis, Christopher, christopher.davis@ocps.net

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

Chorus students will meet twice a week and perform for the community in May. K-kids will meet monthly. A service project will be determined and implemented throughout the school year. The YMCA meets daily. Dance, math and science clubs meet twice a week.

**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**

A pre-screening is conducted with all new incoming Kindergarten students to determine school readiness skills this is used to help balance the ability levels in classrooms and to give teachers information on incoming skills. A middle school orientation is provided to our outgoing 5th graders. In addition, as new students register we provide an overview of our school as we walk them to their new classroom.

**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**

Students at Sun Blaze Elementary School are encouraged to participate in variety of academic-themed activities and after school clubs; such as: K-Kids, National Spelling Bee, Odyssey of the Mind and Orator Contest. These activities help students develop the ability to think critically for themselves and it also increases their exposure to different opinions and learning styles; which ultimately prepare students for more rigorous classes in middle school and beyond.

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

To prepare our students for 21st century careers with technology and industry, Sun Blaze has increased access to digital curriculum and access through the use of FASTT Math, Accelerated Reader, and HMH Think Central for interactive lessons and digital experiments to provide real world experiences. Additional Smart Boards and technology integration in the classroom is implemented to prepare 21st century learners for careers involving computers, virtual manipulatives and labs, and safe searches on the internet for research projects. Students also work with learning how to utilize and monitor technology through the news production crew which rotates throughout the year to provide fifth grade students with the opportunity to learn and experience the multimedia production process.

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

STEM inquiry investigations and experiments are taking place weekly within the academic instruction to provide hands on experience with science, math, engineering, and technology integration and problem solving in real world situations. Virtual manipulatives and science labs are used to expose students to technical alternatives for problem solving. In addition, we are utilizing computer based intervention and motivation programs such as FASTT math, Accelerated Reader, and Skype chats with authors to build academic achievement and increase motivation.

***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***

The strategies implemented at Sun Blaze for improving student readiness based on the annual analysis of the High School Feedback report include immediate assessments, intensive interventions, and strategic fluid instructional groups. Beginning of the year diagnostic assessments provided through DRA, Journeys and Go Math will be used to identify deficiencies. Teachers will form fluid and strategic intervention groups to provide remediation and enrichment support starting in September and continuing throughout the school year to increase reading and math proficiency to prepare students for on grade level or above coursework in their later academic career. In addition, STEM activities are embedded in the instruction to provide real world problem solving integration and prepare 21st century learners for future academics in science, math, engineering, or technology fields. Another strategy is the implementation and digital access through the use of computer programs and digital curriculum to prepare learners for communicating and demonstrating knowledge with technology as a means of communication. Besides strategies for instruction, recognition strategies are in place to honor academic achievement and motivate student goal setting, The quarterly recognition ceremony recognizes academic achievement for K-5 students for meeting AR goals. The Bridging Ceremony recognizes students accomplishments in elementary school and prepares them for their middle school experience by honoring students and creating a vision of learning for future years.

## 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.** Teachers will gain competence in evidence based writing across all content areas.

## 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.** Teachers will gain competence in evidence based writing across all content areas. **1a**

 G036671

### Targets Supported **1b**

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	70.0

### Resources Available to Support the Goal **2**

- Core Connections Writing Training

### Targeted Barriers to Achieving the Goal **3**

- New Standards
- New Assessment

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

PLC meetings, Data Meetings, iobservation data

#### Person Responsible

Susan Abbe

#### Schedule

Weekly, from 8/21/2014 to 5/1/2015

#### Evidence of Completion

PLC notes, data meetings with progress monitoring charts, submission of formative assessments

## 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.** Teachers will gain competence in evidence based writing across all content areas. **1**

 G036671

**G1.B1** New Standards **2**

 B106469

**G1.B1.S1** Provide study time (planning days) for teachers to deconstruct the standards **4**

 S117757

#### Strategy Rationale

They can't teach what they don't know

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

Provide planning days to teachers in grades 3-5 to focus on the new writing standards

#### Person Responsible

Kimberly Elkins

#### Schedule

Every 2 Months, from 9/7/2014 to 1/30/2015

#### Evidence of Completion

Unit plans will be written for writing.

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

Planning Days

**Person Responsible**

Kimberly Elkins

**Schedule**

Every 2 Months, from 10/1/2014 to 1/30/2015

***Evidence of Completion***

Teachers will design unit plans for writing across content areas.

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

Unit plans for writing

**Person Responsible**

Susan Abbe

**Schedule**

Biweekly, from 10/1/2014 to 1/30/2015

***Evidence of Completion***

Student data on OC Writes and classroom assessments.

**G1.B1.S2** Provide PD to the teachers not selected to attend the training 4

 S117758

**Strategy Rationale**

Building capacity

**Action Step 1** 5

Provide PD to teachers not involved in the Core Connections training

**Person Responsible**

Kimberly Elkins

**Schedule**

Quarterly, from 9/24/2014 to 2/2/2015

**Evidence of Completion**

Grade level representatives will provide training to their team within one week of their own training.

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

Training for the teachers not attending the Core Connections Training

**Person Responsible**

Kimberly Elkins

**Schedule**

Quarterly, from 10/20/2014 to 3/2/2015

**Evidence of Completion**

Grade level writing representatives will provide training to the rest of their team. Sign in sheets and an agenda will be submitted.

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

Intentionally plan time for Core Connection teachers to train those who did not attend

**Person Responsible**

Kimberly Elkins

**Schedule**

Quarterly, from 9/8/2014 to 4/30/2015

**Evidence of Completion**

PLC notes and agendas will be submitted.

**G1.B2 New Assessment** 2

 B106475

**G1.B2.S1 Teachers will become familiar with the text item specs for the new test.** 4

 S127106

**Strategy Rationale**

Understanding the format and level of complexity of questions on the new assessment is crucial.

**Action Step 1** 5

Teachers will work in PLC's to design assessments that meet the new standards.

**Person Responsible**

Kimberly Elkins

**Schedule**

Weekly, from 8/21/2014 to 3/26/2015

**Evidence of Completion**

Teachers will submit formative and summative assessments.

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

Teachers will design assessments for the new standards

**Person Responsible**

Kimberly Elkins

**Schedule**

Weekly, from 8/21/2014 to 3/26/2015

**Evidence of Completion**

Teachers will submit assessments given according to their IFC's.

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

Progress Monitoring of students during data meetings

**Person Responsible**

Susan Abbe

**Schedule**

Weekly, from 9/8/2014 to 4/30/2015

**Evidence of Completion**

Observation data will show effective instruction across the content areas.

**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	Provide planning days to teachers in grades 3-5 to focus on the new writing standards	Elkins, Kimberly	9/7/2014	Unit plans will be written for writing.	1/30/2015 every-2-months
G1.B1.S2.A1	Provide PD to teachers not involved in the Core Connections training	Elkins, Kimberly	9/24/2014	Grade level representatives will provide training to their team within one week of their own training.	2/2/2015 quarterly
G1.B2.S1.A1	Teachers will work in PLC's to design assessments that meet the new standards.	Elkins, Kimberly	8/21/2014	Teachers will submit formative and summative assessments.	3/26/2015 weekly
G1.MA1	PLC meetings, Data Meetings, observation data	Abbe, Susan	8/21/2014	PLC notes, data meetings with progress monitoring charts, submission of formative assessments	5/1/2015 weekly
G1.B1.S1.MA1	Unit plans for writing	Abbe, Susan	10/1/2014	Student data on OC Writes and classroom assessments.	1/30/2015 biweekly
G1.B1.S1.MA1	Planning Days	Elkins, Kimberly	10/1/2014	Teachers will design unit plans for writing across content areas.	1/30/2015 every-2-months

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B2.S1.MA1	Progress Monitoring of students during data meetings	Abbe, Susan	9/8/2014	Observation data will show effective instruction across the content areas.	4/30/2015 weekly
G1.B2.S1.MA1	Teachers will design assessments for the new standards	Elkins, Kimberly	8/21/2014	Teachers will submit assessments given according to their IFC's.	3/26/2015 weekly
G1.B1.S2.MA1	Intentionally plan time for Core Connection teachers to train those who did not attend	Elkins, Kimberly	9/8/2014	PLC notes and agendas will be submitted.	4/30/2015 quarterly
G1.B1.S2.MA1	Training for the teachers not attending the Core Connections Training	Elkins, Kimberly	10/20/2014	Grade level writing representatives will provide training to the rest of their team. Sign in sheets and an agenda will be submitted.	3/2/2015 quarterly

## 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.** Teachers will gain competence in evidence based writing across all content areas.

### **G1.B1** New Standards

**G1.B1.S1** Provide study time (planning days) for teachers to deconstruct the standards

#### **PD Opportunity 1**

Provide planning days to teachers in grades 3-5 to focus on the new writing standards

##### **Facilitator**

Grade level team leaders

##### **Participants**

Teachers in 3rd, 4th and 5th grades

##### **Schedule**

Every 2 Months, from 9/7/2014 to 1/30/2015

**G1.B1.S2** Provide PD to the teachers not selected to attend the training

#### **PD Opportunity 1**

Provide PD to teachers not involved in the Core Connections training

##### **Facilitator**

Grade level writing teachers

##### **Participants**

Grade level teams

##### **Schedule**

Quarterly, from 9/24/2014 to 2/2/2015

**G1.B2 New Assessment**

**G1.B2.S1** Teachers will become familiar with the text item specs for the new test.

**PD Opportunity 1**

Teachers will work in PLC's to design assessments that meet the new standards.

**Facilitator**

CRT

**Participants**

grade level teams

**Schedule**

Weekly, from 8/21/2014 to 3/26/2015

## Technical Assistance Items

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

## Budget Rollup

### Summary

Description	Total
<b>Goal 1:</b> Teachers will gain competence in evidence based writing across all content areas.	5,400
<b>Grand Total</b>	<b>5,400</b>

### Goal 1: Teachers will gain competence in evidence based writing across all content areas.

Description	Source	Total
<b>B1.S1.A1</b> - Paying for Substitutes	General Fund	5,400
<b>Total Goal 1</b>		<b>5,400</b>