Beverly Shores Elementary School

2014-15 School Improvement Plan

Beverly Shores Elementary School

1108 GRIFFIN RD, Leesburg, FL 34748

http://lake.k12.fl.us/bse

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	Yes	87%

Alternative/ESE Center	Charter School	Minority
No	No	70%

School Grades History

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

School Board Approval

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

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
Focus	3	Ella Thompson

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Our mission is to provide a safe environment that cultivates and develops student skills leading to mastery of rigorous state standards.

Provide the school's vision statement

Beverly Shores Elementary will be a model school where each and every student will be equipped and prepared for the next level of education at the end of each school year.

School Environment

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

Teachers and staff build a relationship with students by greeting them each morning on the sidewalk with a smile. Our goal is for our students to never feel ostracized. Each classroom was built so that diversity is excepted and welcomed. Fourth grade teachers open their classrooms to the entire school body for them to learn about the different cultures and countries around the world.

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

Teachers and staff members are constantly checking on students to make sure everything is alright throughout the day. All students whom enter the school before 8:15 report to the cafeteria. They are held there until each grade level is dismissed, in an orderly fashion. During the school day students know they are supposed to stay on the blue line when they are on the sidewalk. After school, we dismiss car riders, bike riders, and ELC with their respected staff members. Buses are also dismissed as they arrive. It is our intent to follow all safe school procedures throughout the entire school day. Beverly Shores reinforces respectful behavior on a daily basis. One example of this is reflected in our culture of common area transitions on the blue lines. Students are taught to yield to students to the right if blue lines intersect at hallways. Additionally, students are rewarded with "OYA Tickets" (Owning Your Actions) that can be cashed in for rewards through our PBS program when observed showing respectful behavior or apologizing for inappropriate behavior without prompting.

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

PBS is in place to provide teachers with a system that will help keep students on task in the classroom and outside the classroom. Beverly Shores Elementary promotes positive reinforcement with OYA tickets "Own Your Actions". Teachers also use a color code system that allows parents to see the color in their student's agenda and know if they had a good day, mediocre day or hard day. Some teachers have added Class Dojo, an online program that provides students with immediate feedback. All students are expected to treat all teachers and staff members with respect at all times. All teachers were trained to use Class Dojo, OYA tickets, and color codes. Teachers and staff also know that administrators are available when disciplinary protocols need to be addressed.

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

Beverly Shores Elementary has a number of resources to offer our students:
In School Support Mentor (ISM)
School mentoring program
School Ambassadors program
Children's Clinical On-Site (CCOS) Counselors
Family School Liaison (FSL)
School psychologist
School social worker
Bereavement counselor
Classroom Guidance
Small Groups (social group) (anger group)
Strong, United, Resiliant Families (SURF) LifeStream program

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

Beverly Shores uses the DecisionEd data base system to monitor Early Warning Systems. Currently we are monitoring the following reporting areas:
1. Year-to-Date Attendance reports focusing on specified "Targeted Groups" (0-80% Attendance Rate)
2. Year-to-Date Infraction Counts by Grade Levels (With identified students)
3. Infraction Analysis Reports by Month (with three year trends)
4. Year-to-Date Suspension Reports (With identified students)
These reports are pulled at each marking period and reviewed with the Leadership team and school social worker and psychologist as well. These reports are also used to complete MTSS analysis reports for determination of Core Tier 1 adjustments or recommendations for Tier 2 Behavior referrals on an individual student basis. This data is also used for the Tier 3 analysis review which are required to prepare for case reviews.

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	3	3	2	0	4	2	14
One or more suspensions	5	5	7	11	15	8	51
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	

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

Beverly Shores utilizes the following interventions to improve academic performance after school tutoring, MTSS referral process, classroom-based interventions in small group in all core academic classes, behavior charts that include academic goals, and attendance charts.

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/49705.

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

Our PTO/Volunteer program has been a huge asset which has built and sustained partnerships with several local businesses. At the current time we are trying to sustain a relationship with United Way in regards to funding a part of our tutoring program. PTO has already started working on a BMX bike show for our students along with our annual Fall Festival. Our In School Support Mentor (ISM) provides partnerships that support our school wide positive behavior system. (SWPBS)

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
Tatro, Kathy	Principal
Gordon, Monica	Assistant Principal
McDuffie, Latonyia	Instructional Coach
Ferguson, Lynda	Instructional Coach
Baltunis, Scott	Dean
Grunewald, Shayna	Instructional Coach
Pivetz, Adriana	Instructional Coach
Holt, Kathy	Other
Baker, Thurman	Guidance Counselor

Duties

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

The roles and responsibilities of the school based leadership team include, but are not limited to facilitating the development of the School Improvement Plan, monitoring, assessing and amending the SIP and building capacity at the school to improve student academic achievement, effective teaching practices, school safety and parent/community relations. Instructional coaches will support teachers with planning for rigorous, standards aligned instruction, modeling of lessons, side-by-side coaching and observations with specific feedback. The Instructional Dean and Guidance Counselor will provide teachers with support in developing behavior plans and dealing with discipline. The Guidance Counselor will also work with an RtI Coach to ensure students are identified in a timely manner for referral to the MTSS process. The ESE Specialist will facilitate the scheduling of inclusion and resource services for all identified ESE students. In addition, the ESE specialist will keep the SBLT up to date on current trends and research in exceptional student education, any new rules, regulations or policies on the federal, state or local level that affect exceptional students. The Principal and Assistant Principal will be responsible for the monitoring the schools progress toward meeting its goals. The school based leadership team practices shared decision making through weekly leadership meetings.

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

An emphasis will be placed on the process and fidelity of small group differentiated instruction at Tier 1 to increase student achievement. Tier 1 will be monitored by the classroom teacher during core instruction and data collected from mini assessments, LBAs, LSAs and Formative assessments. Teachers will receive support from instructional coaches and the CRT. Monthly data chats will be held to discuss and analyze student data. Teachers will provide artifacts that show alignment with standards based instruction. To improve the fidelity of writing instruction in response to text across all content areas teachers will work with instructional coaches to create exemplars to be used to calibrate the scoring of student writing.
The Title I plan and budget were developed based on the needs outlined in the School Improvement Plan. School personnel who are funded through Title I will focus on meeting these needs (Literacy Coach, Family School Liaison and Teacher Assistants). The district and school coordinate Title I services for educational services and staff development. The district-based Migrant Liaison provides

services and support as needed to qualifying students and parents. The district receives funds for students in need of neglected and delinquent services. The district receives funds for technology to enhance instructional strategies as well as also funding for professional development. The district curriculum department provides services for educational materials and support for ELL students. The school guidance counselors, social worker and school nurse coordinate resources for students identified as homeless. We will also solicit assistance for the district personnel to help with our homeless students. SAI funds will be issued in addition to Title I funds to provide additional in school academic support for students in the need of assistance. The school will use the district approved "Too Good for Drugs" and "Too Good for Violence" programs. DARE is used for our 5th Grade students. We will also integrate the district new "Bully Proof Program" into our school. A Wellness Leader has been designated for the campus. Currently we do not have or provide resources for Head Start or adult education. Technology training will be offered to parents and members of the community. VPK is provided at Beverly Shores Elementary.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Kathy Tatro	Principal
Thurman Baker	Education Support Employee
Calvin Brown	Teacher
Crystal Dixon	Teacher
Kim Paulling	Education Support Employee
Rebecca Simms	Teacher
Katherine VanBeek	Teacher
Arnold Eugene Jr	Parent
Bianca Hayes	Parent
Ashley Jordan	Parent
Melonie Henderson	Parent
Yitza Rivera	Parent
Daysi Chaves	Parent
Amber Bell	Parent
Samone Price	Parent
Victor Cintron	Student
Serita Morgan	Education Support Employee

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

Parents were asked to collaborate with the leadership in a review of the 13-14 SIP goals and results. We collected feedback and concerns about the 13-14 school-year. An emphasis will be placed on the overall goal of the committee's findings to ensure activities to support 2014-1015 SIP goals that will increase student achievement for all students in a safe learning environment.

Development of this school improvement plan

Parents will be asked to collaborate with the leadership team to assist with the final document prior to submission to the state.

Preparation of the school's annual budget and plan

Periodic reviews of the school budget will be conducted with the SAC and if any budget amendments require SAC input/approval they will be brought to the committee using appropriate procedures.

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

Funding from a variety of sources provided additional personnel, tutoring and technology. However, there were no funds specifically marked as "school improvement funds" for the SAC to use.

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
McDuffie, Latonyia	Instructional Coach
Ferguson, Lynda	Instructional Coach
Pivetz, Adriana	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership team will support teachers with the utilization of Thinking Maps to support higher order thinking. The LLT will look at Reading data by grade level and identify grade level and or school wide trends. The team will also meet to plan school-wide literacy events. Each grade level representative will serve as a liason between the LLT and their team.

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

Our strategy to encourage positive working relationship among our teachers includes many components. The foundation is built upon designing the master schedule to provide common planning for grade levels KG - 5th. We also have departmentalized our 3rd, 4th and 5th grade level teams giving those instructors the ability to develop deeper mastery of their chosen content areas. This structure gives us the ability to have grade level and content specific curriculum meetings on a weekly basis facilitated by our instructional coaches. Additionally, we are able to work with instructors that need additional assistance with instructional delivery or classroom environment development. These systems help to develop collaborative teachers that demonstrate a mastery of the content. This includes a plan for gradual

release and assessment that is ultimately focused on providing individualized instruction based on student needs.

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

Teacher Quality and Retention (TQR) and New Teacher Coach will continue attending district meetings to provide information and support for newer teachers. The Literacy Coach and the CRT will provide training to new teachers regarding all aspects of curriculum and assessment. Professional Learning Communities and Common Planning will be monitored by TQR and New Teacher Coach to provide education and support for all teachers. Grade level meetings will provide ongoing training, data analysis and support services for new teachers. We will also work at strengthening our relationships with surrounding colleges and universities to secure interns for their junior and senior internships. The individuals who will be responsible are the Principal, Assistant Principal, CRT and Literacy Coaches.

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

District New Teacher Coaches will support New Teachers with zero years of experience district-wide. School-based New Teacher Coaches will participate in the on-going professional development for coaching and mentoring. The New Teacher Coach with support from the TQR will facilitate a new teacher PLC (New Teacher Academy) to provide support in curriculum, resources, school procedures, campus non-negotiables, development of a deliberate practice plan and other concerns as needed. All participants in the New Teacher Academy have been paired with a mentor or buddy on a different grade level. The rationale behind this was to provide them with the opportunity be available to visit each other's classrooms for observations and modeling.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

Our school establishes continuous opportunities for teachers to utilize the Florida Standards and to collaborate and converse together in regards to reading and writing curriculum so that it aligns to the standards. This develops a more profound level of comprehension. These exchanges and learning opportunities advance dialogue that can eliminate confusion and misconceptions while simultaneously advancing opportunities for success and growth in instructional practice, curriculum, and the standards. The use of common planning, Kagan strategies, and the universal use of Thinking Maps contribute to this endeavor.

Math instruction kindergarten through 5th grade is directly correlated to the current Florida Standards. The adopted math curriculum from Harcourt supplies a portion of the needed research based resources that are necessary for success in combination with links to additional research based resources that are evident on the county blueprints such as CPALMs.

Our school creates ongoing opportunities during common planning for teachers in order to discuss and unpack the Florida Standards and also to plan and discuss the curriculum that aligns to the standards. This supports a deeper level of understanding. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards.

School administration will be a part of common planning and curriculum meetings to ensure planning is aligned with the new Florida Standards.

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

The use of Kagan Cooperative Structures is evident across the campus and ensures that there is continual differentiated instruction. Kagan is researched based and combines not only instructional support but also methods for grouping students in teams while considering their current levels and needs.
All teachers will utilize student data to set flexible groups for differentiated instruction. Students will also have an opportunity to utilize iStation which provides individualized learning for students based on their skill deficiencies and strengths.
Math assessments are accessible from the county along with a compilation of assessments that have been designed by the instructional staff in order to best amass data that can be disaggregated and analyzed to ensure that students are receiving rigorous instruction.

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: 1,800

Title I funds will be used to develop and run the after school tutoring program for grades 3-5 at Beverly Shores Elementary

Strategy Rationale

With the amount of under resourced learners at Beverly Shores Elementary, having an after school tutoring program is essential in ensuring student growth and success. Facilitating an after school program offers the additional assistance many families are unable to provide.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Baltunis, Scott, baltuniss@lake.k12.fl.us

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

Students will be given a pre-assessment and post-assessment to measure student growth. In addition, class assessments and unit assessments will be used to continually progress monitor students in the tutoring program. This data will be used to help differentiate student instruction during the tutoring program.

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

Local preschools, Head Start, and daycares are welcome to visit our campus. Many bring their prospective kindergartners for a school and classroom tour in the spring. A Kindergarten Round-up is

scheduled every spring to register students and provide vital information for prospective kindergartners and their parents.

Florida's Kindergarten Readiness Screening instrument is administered in the fall to document student readiness. The tests are submitted to the state for results to be reported at a later date.

School volunteers assist kindergarten teachers throughout the school year, especially in the beginning of the year. Volunteers provide extra attention to students who are experiencing transitional difficulties.

The "transition" from preschool to kindergarten begins with diagnostic evaluations including Literacy First. Students are given FLKRS and FAIR to determine readiness for kindergarten skill development. The data is then used to drive the instruction.

Students in grades kindergarten through fourth are transitioned through the use of data cards that contain testing information, attendance data, identify special programs, and have anecdotal notes for the future teacher. We additionally have added an end of year articulation process for our students being progressed monitored through MTSS as well.

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.   We will continue to maintain a Bullying/Harassment free school campus.

G2.   We will continue to foster a safe learning environment to ensure student focus is on increasing academic proficiency.

G3.   We will improve the fidelity of instruction of writing in response to text across all content areas.

G4.   Teachers will understand, plan, and deliver standards based instruction.

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. We will continue to maintain a Bullying/Harassment free school campus. 1a

G057121

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	0.0

Resources Available to Support the Goal 2

- Bully Proofing Your School Curriculum

Targeted Barriers to Achieving the Goal 3

- Educating stakeholders on Bullying Behaviors and Reporting Procedure Updates

Plan to Monitor Progress Toward G1. 8

Monitor SIP goals with Leadership team

Person Responsible
Monica Gordon

Schedule
Quarterly, from 10/1/2014 to 6/5/2015

Evidence of Completion
Leadership meeting agendas and minutes

G2. We will continue to foster a safe learning environment to ensure student focus is on increasing academic proficiency. 1a

🔍 G057122

Targets Supported 1b

Indicator	Annual Target
One or More Suspensions	6.0

Resources Available to Support the Goal 2

- In School Mentor
- Instructional Dean
- PBS Program - MTSS B
- Class Dojo

Targeted Barriers to Achieving the Goal 3

- Behaviors that are "Manifestation of a Disability" eligible

Plan to Monitor Progress Toward G2. 8

The Leadership team's facilitation of the discipline plan and quarterly progress monitoring.

Person Responsible
Kathy Tatro

Schedule
Quarterly, from 10/1/2014 to 6/5/2015

Evidence of Completion
Leadership Team agendas, minutes, and EWS reports.

G3. We will improve the fidelity of instruction of writing in response to text across all content areas. 1a

🔍 G057123

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	25.0
FSA - Mathematics - Proficiency Rate	20.0

Resources Available to Support the Goal 2

- Being a Writer
- CPALMS
- State approved curriculum - McGraw Hill, Pearson, Harcourt
- DBQs
- Thinking Maps

Targeted Barriers to Achieving the Goal 3

- Teachers (including content area teachers) are unfamiliar with the new ELA Standards

Plan to Monitor Progress Toward G3. 8

Classrooms will show evidence of increased rigorous writing in all content areas through posting of authentic student work and rubrics that are aligned with the DOK of the standards.

Person Responsible
Kathy Tatro

Schedule
Weekly, from 9/16/2014 to 6/1/2015

Evidence of Completion
Quality of student work, quality of instruction, and amount of exemplary authentic student work posted as observed through CWTs.

G4. Teachers will understand, plan, and deliver standards based instruction. 1a

🔍 G057124

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	25.0
FSA - Mathematics - Proficiency Rate	20.0

Resources Available to Support the Goal 2

- District created Scope & Sequence and Blueprints
- Curriculum Associates Materials
- Knowledgeable Coaches

Targeted Barriers to Achieving the Goal 3

- Teachers have limited experience utilizing the newly created district scope & sequence, blueprints, and new Florida Standards and the associated DOK of each standard.
- Teachers lack a full understanding of the gradual release process.
- Content area coaches and teachers struggle with time constraints during common planning.

Plan to Monitor Progress Toward G4. 8

Teachers will use weekly assessments, Literacy First assessments and unit assessments to assess student learning.

Person Responsible

Kathy Tatro

Schedule

Biweekly, from 9/26/2014 to 5/22/2015

Evidence of Completion

Artifacts from prior data sources

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. We will continue to maintain a Bullying/Harassment free school campus. 1

🔑 G057121

G1.B1 Educating stakeholders on Bullying Behaviors and Reporting Procedure Updates 2

🔑 B144608

G1.B1.S1 Educate students and parents on bullying behaviors and safe ways to report incidents. 4

🔑 S156812

Strategy Rationale

To maintain an environment where students feel safe to report inappropriate conduct.

Action Step 1 5

Bully-Proofing Your School District Curriculum

Person Responsible

Thurman Baker

Schedule

Annually, from 9/15/2014 to 6/5/2015

Evidence of Completion

School Safe Audit portfolio will contain evidence.

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

Safe School Audit Portfolio

Person Responsible

Scott Baltunis

Schedule

Quarterly, from 10/1/2014 to 6/5/2015

Evidence of Completion

Maintain audit file of evidence and provide updates at Safe School committee meetings

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

Discipline reports of Bullying/Harassments

Person Responsible

Scott Baltunis

Schedule

Quarterly, from 10/1/2014 to 6/5/2015

Evidence of Completion

EWS Data

G2. We will continue to foster a safe learning environment to ensure student focus is on increasing academic proficiency. 1

G057122

G2.B1 Behaviors that are "Manifestation of a Disability" eligible 2

B144609

G2.B1.S1 Create interventions to reinforce desired behaviors in students possessing disabilities that affect behavioral compliance. 4

S156813

Strategy Rationale

Students with specific BIPs and 10 day OSS caps require alternatives to suspensions and additional counseling to assist with self regulation techniques where available.

Action Step 1 5

If students are found in need of a Behavioral Report Card the Guidance Counselor will give the teacher a referral form to identify specific behaviors to target, and a chart will be developed for student use and behavioral tracking.

Person Responsible

Thurman Baker

Schedule

Daily, from 8/18/2014 to 6/1/2015

Evidence of Completion

Action Step 2 5

Consult with the district Student Services department and school assigned support personnel, to review disciplinary incidents of students as needed, in ESE Manifistation Determination, MTSS-Behavior and 504 Suspension Review meetings.

Person Responsible

Monica Gordon

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

ESE meeting notes, MTSS review documentation, district communications

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

The Leadership team will review Behavior Report Card data, Early Warning Systems, and suspension rates of MOD students at reporting periods.

Person Responsible

Monica Gordon

Schedule

Monthly, from 8/26/2014 to 6/1/2015

Evidence of Completion

Leadership agendas and quarterly complied data.

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

Leadership Team

Person Responsible

Monica Gordon

Schedule

Monthly, from 10/31/2014 to 5/29/2015

Evidence of Completion

EWS Suspension Reports

G3. We will improve the fidelity of instruction of writing in response to text across all content areas. 1

G057123

G3.B1 Teachers (including content area teachers) are unfamiliar with the new ELA Standards 2

B144611

G3.B1.S1 Teachers will be provided support with the new ELA standards with an emphasis on the writing standards through weekly common planning. 4

S156815

Strategy Rationale

Providing teachers with training focused on the writing standards will help increase their knowledge base and help with implementing rigorous writing tasks in all content areas.

Action Step 1 5

The Literacy Coach and ART will gradually release the process of analyzing the writing standards and develop task exemplars and rubrics aligned with the DOK of the writing standards during K-5 common planning.

Person Responsible

Latonyia McDuffie

Schedule

Weekly, from 9/8/2014 to 5/18/2015

Evidence of Completion

Common Planning Agenda Common Planning Sign-in sheet Teacher created work exemplars

Action Step 2 5

Teachers in grades K-5 will bring published student products to common planning to analyze and compare to teacher created task exemplars for scoring calibration.

Person Responsible

Latonyia McDuffie

Schedule

Weekly, from 9/8/2014 to 6/1/2015

Evidence of Completion

Student artifacts Common Planning Agenda Common Planning Sign-in sheets

Action Step 3 `5`

Teachers will ensure students are utilizing Interactive Notebooks (INB) to support the writing process in all content areas.

Person Responsible

Latonyia McDuffie

Schedule

Weekly, from 9/8/2014 to 6/1/2015

Evidence of Completion

INB samples

Plan to Monitor Fidelity of Implementation of G3.B1.S1 `6`

Observe and attend common planning, observe and attend PLC meetings, Review sign-in sheets

Person Responsible

Monica Gordon

Schedule

Biweekly, from 9/8/2014 to 6/1/2015

Evidence of Completion

Observation notes, PLC sign-in sheets/agendas, Student artifacts and teacher created exemplars

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 `7`

Leadership team will conduct class walkthroughs to look for evidence of quality student artifacts.

Person Responsible

Monica Gordon

Schedule

Weekly, from 9/16/2014 to 6/1/2015

Evidence of Completion

Walkthrough observation checklists, and student artifacts

G3.B1.S2 Teachers will receive continuing support in utilizing Thinking Maps to facilitate students writing in response to text in all content areas. 4

🔑 S156816

Strategy Rationale

Since the teachers at BSE are still relatively new to using Thinking Maps it is important to continue providing support in how to effectively integrate Thinking Maps into the curriculum.

Action Step 1 5

Teachers will participate in three (3) Thinking Maps professional development training provided by the Thinking Maps company.

Person Responsible

Kathy Tatro

Schedule

Semiannually, from 8/14/2014 to 1/16/2015

Evidence of Completion

Training sign-in sheets, posted student work with evidence of Thinking Maps usage

Action Step 2 5

Teachers will participate in a monthly Thinking Maps PLC support group that is aligned with the writing standards and designed to help teachers move students from multiple maps to a finished written product.

Person Responsible

Lynda Ferguson

Schedule

Monthly, from 9/17/2014 to 5/20/2015

Evidence of Completion

PLC Agenda, PLC Sign-in sheets, student artifacts

Action Step 3 `5`

The instructional coaches will model the use of Thinking Maps while facilitating common planning.

Person Responsible

Adriana Pivetz

Schedule

Weekly, from 10/30/2014 to 5/21/2015

Evidence of Completion

Agendas, sign-in sheets, digital photos of Thinking Maps

Action Step 4 `5`

Teachers will be provided time to observe a Thinking Map model teacher and debrief with an instructional coach. Content Area coaches will arrange observations and the CRT will assist as necessary.

Person Responsible

Lynda Ferguson

Schedule

Monthly, from 11/14/2014 to 6/1/2015

Evidence of Completion

Observing teachers will submit a "Look For" form with reflections, Pre- and Post- discussion feedback notes

Plan to Monitor Fidelity of Implementation of G3.B1.S2 `6`

Administration will attend Thinking Map trainings, common planning meetings, and PLC's.

Person Responsible

Kathy Tatro

Schedule

Monthly, from 9/22/2014 to 6/1/2015

Evidence of Completion

Notes, Handouts, agendas, student exemplars in all content areas, CWT schedule, PLC sign-in sheets, common planning sign-in sheets and a model teacher schedule.

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 `7`

Teachers will bring student artifacts to Thinking Maps PLC for analysis and sharing. Administration will look for evidence of utilization of Thinking Maps to support writing in response to text in all content areas through classroom walkthroughs (CWT)

Person Responsible

Monica Gordon

Schedule

Monthly, from 10/15/2014 to 6/1/2015

Evidence of Completion

Student artifacts, CWT data & notes

G4. Teachers will understand, plan, and deliver standards based instruction. `1`

🔑 G057124

G4.B1 Teachers have limited experience utilizing the newly created district scope & sequence, blueprints, and new Florida Standards and the associated DOK of each standard. `2`

🔑 B144612

G4.B1.S1 Teachers will receive support from instructional coaches during common planning in utilizing the new scope & sequence, blueprints, and item specifications. `4`

🔑 S156817

Strategy Rationale

Providing continued support in utiilzing the scope & sequence and bluprint documents will help build teacher capacity in planning.

Action Step 1 `5`

Instructional coaches will guide teachers through the planning process utilizing the blueprints and item specifications to determine what students will learn and how they will learn it.

Person Responsible

Lynda Ferguson

Schedule

Weekly, from 8/25/2014 to 6/1/2015

Evidence of Completion

Common Planning agenda, sign-in sheet and minutes, teacher lesson plans

Action Step 2 `5`

Instructional coaches will support teachers with identifying what differentiated instruction looks like for students approaching goal, at goal and beyond goal.

Person Responsible

Lynda Ferguson

Schedule

On 6/1/2015

Evidence of Completion

Common Planning agenda, sign-in sheet, minutes, lesson plans, observation of model lessons

Plan to Monitor Fidelity of Implementation of G4.B1.S1 `6`

Review common planning agendas/sign-in sheets/minutes, walkthrough checklists, pre/post conference forms, coaches action plans

Person Responsible

Kathy Tatro

Schedule

Weekly, from 9/22/2014 to 6/1/2015

Evidence of Completion

Meeting agendas, sign-in sheets, minutes, meetings with instructional coaches and lesson plans.

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 `7`

Admnistration will monitor the effectiveness and consistency of support provided by coaches to teachers with utilization of the new scope & sequence, blueprints, and item specifications.

Person Responsible

Monica Gordon

Schedule

Monthly, from 9/22/2014 to 6/1/2015

Evidence of Completion

CWT data and notes

G4.B1.S2 Teachers will have a 1/2 day planning three times during the school year to dig deeper into utilizing the blueprints to plan for standards based instruction. 4

🔑 S156818

Strategy Rationale

Providing a longer block of time for teachers to collaborate and discuss what is working and not working with the new blueprints will help teachers better plan and differentiate their instruction.

Action Step 1 5

Teachers will analyze data to determine the effectiveness of instruction.

Person Responsible

Latonyia McDuffie

Schedule

Quarterly, from 11/10/2014 to 6/1/2015

Evidence of Completion

Student artifacts, teacher created assessments, FAIR, Literacy First assessments, district assessments

Action Step 2 5

Coaches and classroom teachers will collaborate to decide next steps for instruction based on data and teacher reflections.

Person Responsible

Latonyia McDuffie

Schedule

Monthly, from 11/10/2014 to 6/1/2015

Evidence of Completion

Coaches log, pre/post conference forms, small group lesson plans, common planing sign-in sheets and agendas

Action Step 3 `5`

Classroom walkthrough data showing instructional trends, specifically areas of weakness will be shared with teachers to help improve instructional practices.

> **Person Responsible**
>
> Lynda Ferguson
>
> **Schedule**
>
> Quarterly, from 11/10/2014 to 6/1/2015
>
> ***Evidence of Completion***
>
> Observation/walkthrough tool

Plan to Monitor Fidelity of Implementation of G4.B1.S2 `6`

Review student data, walkthrough checklists, administration will attend 1/2 day planning

> **Person Responsible**
>
> Monica Gordon
>
> **Schedule**
>
> Monthly, from 11/10/2014 to 6/1/2015
>
> ***Evidence of Completion***
>
> Planning agendas, minutes, sign-in sheets, data, and feedback

Plan to Monitor Effectiveness of Implementation of G4.B1.S2 `7`

Data binder
Weekly assessments
Literacy First assessments
Mini-assessment data

> **Person Responsible**
>
> Kathy Tatro
>
> **Schedule**
>
> Monthly, from 11/10/2014 to 6/1/2015
>
> ***Evidence of Completion***
>
> Scores from all data sources (data binder), CWT Data

G4.B1.S3 Content area coaches will provide teachers with support in delivery of instruction. 4

S156819

Strategy Rationale

This will help teachers grow and excel in reaching standards based instruction.

Action Step 1 5

Content area coaches will provide teachers with additional support in the delivery of standards based instruction through the use of the coaching cycle.

Person Responsible

Lynda Ferguson

Schedule

Weekly, from 11/4/2014 to 6/1/2015

Evidence of Completion

Pre- and post- meeting notes, reflection forms, follow-up discussion/notes

Action Step 2 5

Content area coaches will schedule and accompany teachers to observe model classrooms utilizing standards based instruction.

Person Responsible

Lynda Ferguson

Schedule

Monthly, from 11/4/2014 to 6/1/2015

Evidence of Completion

schedule, teacher reflections

Action Step 3 `5`

Provide opportunities for teachers to participate in instructional walkthroughs.

Person Responsible

Lynda Ferguson

Schedule

Semiannually, from 10/28/2014 to 1/31/2015

Evidence of Completion

schedules, maps, walkthrough checklists

Plan to Monitor Fidelity of Implementation of G4.B1.S3 `6`

Administration will observe the model teacher, coaching cycle and classroom walkthrough days.

Person Responsible

Kathy Tatro

Schedule

Every 2 Months, from 8/27/2014 to 5/20/2015

Evidence of Completion

"Look for" forms with reflections, coaches logs, instructional modeling schedule, coaching cycle schedule

Plan to Monitor Effectiveness of Implementation of G4.B1.S3 `7`

Classroom walkthrough data will show increased standards based instruction.

Person Responsible

Kathy Tatro

Schedule

Monthly, from 8/27/2014 to 5/20/2015

Evidence of Completion

Classroom walkthrough data

G4.B2 Teachers lack a full understanding of the gradual release process. 2

B144613

G4.B2.S1 Teachers will be provided an opportunity to read and discuss literature on the gradual release process. 4

S156820

Strategy Rationale

Teachers will be able to implement gradual release with fidelity when they have a full understanding of the gradual release process.

Action Step 1 5

Instructional coaches will use guiding questions with teachers to discuss their understanding of the gradual release process.

Person Responsible

Lynda Ferguson

Schedule

Monthly, from 9/22/2014 to 5/18/2015

Evidence of Completion

Meeting agendas/sign-in sheets, lesson plans, class walkthroughs, pre/post conference forms

Action Step 2 5

With instructional coach support, teachers will create a lesson with the gradual release process embedded in it.

Person Responsible

Lynda Ferguson

Schedule

Every 6 Weeks, from 10/6/2014 to 5/18/2015

Evidence of Completion

Teacher created lesson plan, walkthrough notes, pre/post conference forms

Action Step 3 `5`

Instructional coaches will analyze teacher created lessons for evidence of gradual release to differentiate support for teachers.

Person Responsible

Lynda Ferguson

Schedule

Monthly, from 10/6/2014 to 5/18/2015

Evidence of Completion

Teacher created lessons with specific feedback, pre/post conference forms

Plan to Monitor Fidelity of Implementation of G4.B2.S1 `6`

Lesson Plans, Classroom Walkthroughs, Coach and Teacher data chats

Person Responsible

Lynda Ferguson

Schedule

Monthly, from 10/3/2014 to 5/18/2015

Evidence of Completion

Instructional Coaches' notes, pre/post conference forms, meeting sign-in sheets/agendas, lesson plans, guiding questions.

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 `7`

Evaluating the data from K-2 teachers formal observation focusing on 8 key elements in DQ2, DQ3 and DQ4. Administration will compare the data from the first and final observation.

Person Responsible

Monica Gordon

Schedule

Semiannually, from 10/1/2014 to 5/1/2015

Evidence of Completion

8 key elements from TEAM evaluation form

G4.B2.S2 Teachers will observe the gradual releae process in a model class and/or watch videos from the teaching channel. 4

🔑 S156821

Strategy Rationale

Providing teachers with a visual allows them to confirm or revise their thoughts and understanding on the gradual release process.

Action Step 1 5

Instructional coaches will develop a schedule for identified teacher(s) to watch a demonstration lesson in a model classroom with specific "look fors" during the lesson.

Person Responsible

Lynda Ferguson

Schedule

Monthly, from 9/22/2014 to 5/18/2015

Evidence of Completion

Reflection checklist, gradual release look fors, schedule for identified teachers

Action Step 2 5

Instructional coaches will show demonstration lessons from teachingchannel.org to teachers and then guide the teachers in a discussion about evidence of gradual release in the lesson.

Person Responsible

Lynda Ferguson

Schedule

Every 2 Months, from 9/22/2014 to 5/18/2015

Evidence of Completion

Meeting agenda and sign-in sheets. Lesson plans for demonstration lessons,

Plan to Monitor Fidelity of Implementation of G4.B2.S2 `6`

The instructional coaches and administration will look for evidence of the gradual release process during classroom walkthroughs

Person Responsible

Kathy Tatro

Schedule

Weekly, from 9/22/2014 to 5/18/2015

Evidence of Completion

Classroom walkthrough checklist and notes, pre/post conference forms

Plan to Monitor Effectiveness of Implementation of G4.B2.S2 `7`

Administration will analyze data from the first and final observation with a focus on the 8 key elements in DQ2, DQ3 and DQ4.

Person Responsible

Monica Gordon

Schedule

Semiannually, from 10/1/2014 to 5/1/2015

Evidence of Completion

8 key elements on TEAM observation form

G4.B4 Content area coaches and teachers struggle with time constraints during common planning. 2

B144615

G4.B4.S1 Provide a structure for common planning. 4

S156822

Strategy Rationale

Having a structure will help maximize the efficiency of common planning.

Action Step 1 5

Instructional coaches will request feedback from teachers regarding their planning needs in order to prepare for the next planning session.

Person Responsible

Lynda Ferguson

Schedule

Weekly, from 12/1/2014 to 6/1/2015

Evidence of Completion

Copies of emails documenting teacher feedback

Action Step 2 5

Instructional coaches will send the planning agenda prior to the meeting so that teachers have time to prepare and gather resources for their next planning session

Person Responsible

Lynda Ferguson

Schedule

Weekly, from 12/1/2014 to 6/1/2015

Evidence of Completion

Agenda, copies of email communication

Action Step 3 `5`

Instructional coaches will structure the common planning time to include reviewing norms, outlining objectives and assigning roles for participants.

Person Responsible

Lynda Ferguson

Schedule

Weekly, from 11/10/2014 to 6/1/2015

Evidence of Completion

Common planning agenda, sign-in sheets, minutes/Thinking Maps used during planning

Plan to Monitor Fidelity of Implementation of G4.B4.S1 `6`

Administration will attend common planning, review agendas and sign-in sheets and be cc'd in on emails regarding common planning feedback and preparation.

Person Responsible

Monica Gordon

Schedule

Weekly, from 12/1/2014 to 6/1/2015

Evidence of Completion

Planning sign-in sheets, debriefing sessions with coaches

Plan to Monitor Effectiveness of Implementation of G4.B4.S1 `7`

Teachers will be able to effectively and efficiently plan during their common planning enabling them to complete all tasks and objectives.

Person Responsible

Kathy Tatro

Schedule

Monthly, from 12/1/2014 to 6/1/2015

Evidence of Completion

Exit ticket from common planning, teachers' lesson plans

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Bully-Proofing Your School District Curriculum	Baker, Thurman	9/15/2014	School Safe Audit portfolio will contain evidence.	6/5/2015 annually
G2.B1.S1.A1	If students are found in need of a Behavioral Report Card the Guidance Counselor will give the teacher a referral form to identify specific behaviors to target, and a chart will be developed for student use and behavioral tracking.	Baker, Thurman	8/18/2014		6/1/2015 daily
G3.B1.S1.A1	The Literacy Coach and ART will gradually release the process of analyzing the writing standards and develop task exemplars and rubrics aligned with the DOK of the writing standards during K-5 common planning.	McDuffie, Latonyia	9/8/2014	Common Planning Agenda Common Planning Sign-in sheet Teacher created work exemplars	5/18/2015 weekly
G3.B1.S2.A1	Teachers will participate in three (3) Thinking Maps professional development training provided by the Thinking Maps company.	Tatro, Kathy	8/14/2014	Training sign-in sheets, posted student work with evidence of Thinking Maps usage	1/16/2015 semiannually
G4.B1.S1.A1	Instructional coaches will guide teachers through the planning process utilizing the blueprints and item specifications to determine what students will learn and how they will learn it.	Ferguson, Lynda	8/25/2014	Common Planning agenda, sign-in sheet and minutes, teacher lesson plans	6/1/2015 weekly
G4.B1.S2.A1	Teachers will analyze data to determine the effectiveness of instruction.	McDuffie, Latonyia	11/10/2014	Student artifacts, teacher created assessments, FAIR, Literacy First assessments, district assessments	6/1/2015 quarterly
G4.B1.S3.A1	Content area coaches will provide teachers with additional support in the delivery of standards based instruction through the use of the coaching cycle.	Ferguson, Lynda	11/4/2014	Pre- and post- meeting notes, reflection forms, follow-up discussion/ notes	6/1/2015 weekly
G4.B2.S1.A1	Instructional coaches will use guiding questions with teachers to discuss their understanding of the gradual release process.	Ferguson, Lynda	9/22/2014	Meeting agendas/sign-in sheets, lesson plans, class walkthroughs, pre/post conference forms	5/18/2015 monthly
G4.B2.S2.A1	Instructional coaches will develop a schedule for identified teacher(s) to watch a demonstration lesson in a model classroom with specific "look fors" during the lesson.	Ferguson, Lynda	9/22/2014	Reflection checklist, gradual release look fors, schedule for identified teachers	5/18/2015 monthly
G4.B4.S1.A1	Instructional coaches will request feedback from teachers regarding their planning needs in order to prepare for the next planning session.	Ferguson, Lynda	12/1/2014	Copies of emails documenting teacher feedback	6/1/2015 weekly
G2.B1.S1.A2	Consult with the district Student Services department and school assigned support personnel, to review disciplinary incidents of students as needed, in ESE Manifistation Determination, MTSS-Behavior and 504 Suspension Review meetings.	Gordon, Monica	8/18/2014	ESE meeting notes, MTSS review documentation, district communications	6/5/2015 weekly
G3.B1.S1.A2	Teachers in grades K-5 will bring published student products to common planning to analyze and compare to teacher created task exemplars for scoring calibration.	McDuffie, Latonyia	9/8/2014	Student artifacts Common Planning Agenda Common Planning Sign-in sheets	6/1/2015 weekly
G3.B1.S2.A2	Teachers will participate in a monthly Thinking Maps PLC support group that	Ferguson, Lynda	9/17/2014	PLC Agenda, PLC Sign-in sheets, student artifacts	5/20/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	is aligned with the writing standards and designed to help teachers move students from multiple maps to a finished written product.				
G4.B1.S1.A2	Instructional coaches will support teachers with identifying what differentiated instruction looks like for students approaching goal, at goal and beyond goal.	Ferguson, Lynda	8/25/2014	Common Planning agenda, sign-in sheet, minutes, lesson plans, observation of model lessons	6/1/2015 one-time
G4.B1.S2.A2	Coaches and classroom teachers will collaborate to decide next steps for instruction based on data and teacher reflections.	McDuffie, Latonyia	11/10/2014	Coaches log, pre/post conference forms, small group lesson plans, common planing sign-in sheets and agendas	6/1/2015 monthly
G4.B1.S3.A2	Content area coaches will schedule and accompany teachers to observe model classrooms utilizing standards based instruction.	Ferguson, Lynda	11/4/2014	schedule, teacher reflections	6/1/2015 monthly
G4.B2.S1.A2	With instructional coach support, teachers will create a lesson with the gradual release process embedded in it.	Ferguson, Lynda	10/6/2014	Teacher created lesson plan, walkthrough notes, pre/post conference forms	5/18/2015 every-6-weeks
G4.B2.S2.A2	Instructional coaches will show demonstration lessons from teachingchannel.org to teachers and then guide the teachers in a discussion about evidence of gradual release in the lesson.	Ferguson, Lynda	9/22/2014	Meeting agenda and sign-in sheets. Lesson plans for demonstration lessons,	5/18/2015 every-2-months
G4.B4.S1.A2	Instructional coaches will send the planning agenda prior to the meeting so that teachers have time to prepare and gather resources for their next planning session	Ferguson, Lynda	12/1/2014	Agenda, copies of email communication	6/1/2015 weekly
G3.B1.S1.A3	Teachers will ensure students are utilizing Interactive Notebooks (INB) to support the writing process in all content areas.	McDuffie, Latonyia	9/8/2014	INB samples	6/1/2015 weekly
G3.B1.S2.A3	The instructional coaches will model the use of Thinking Maps while facilitating common planning.	Pivetz, Adriana	10/30/2014	Agendas, sign-in sheets, digital photos of Thinking Maps	5/21/2015 weekly
G4.B1.S2.A3	Classroom walkthrough data showing instructional trends, specifically areas of weakness will be shared with teachers to help improve instructional practices.	Ferguson, Lynda	11/10/2014	Observation/walkthrough tool	6/1/2015 quarterly
G4.B1.S3.A3	Provide opportunities for teachers to participate in instructional walkthroughs.	Ferguson, Lynda	10/28/2014	schedules, maps, walkthrough checklists	1/31/2015 semiannually
G4.B2.S1.A3	Instructional coaches will analyze teacher created lessons for evidence of gradual release to differentiate support for teachers.	Ferguson, Lynda	10/6/2014	Teacher created lessons with specific feedback, pre/post conference forms	5/18/2015 monthly
G4.B4.S1.A3	Instructional coaches will structure the common planning time to include reviewing norms, outlining objectives and assigning roles for participants.	Ferguson, Lynda	11/10/2014	Common planning agenda, sign-in sheets, minutes/Thinking Maps used during planning	6/1/2015 weekly
G3.B1.S2.A4	Teachers will be provided time to observe a Thinking Map model teacher and debrief with an instructional coach. Content Area coaches will arrange observations and the CRT will assist as necessary.	Ferguson, Lynda	11/14/2014	Observing teachers will submit a "Look For" form with reflections, Pre- and Post- discussion feedback notes	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.MA1	Monitor SIP goals with Leadership team	Gordon, Monica	10/1/2014	Leadership meeting agendas and minutes	6/5/2015 quarterly
G1.B1.S1.MA1	Discipline reports of Bullying/ Harassments	Baltunis, Scott	10/1/2014	EWS Data	6/5/2015 quarterly
G1.B1.S1.MA1	Safe School Audit Portfolio	Baltunis, Scott	10/1/2014	Maintain audit file of evidence and provide updates at Safe School committee meetings	6/5/2015 quarterly
G2.MA1	The Leadership team's facilitation of the discipline plan and quarterly progress monitoring.	Tatro, Kathy	10/1/2014	Leadership Team agendas, minutes, and EWS reports.	6/5/2015 quarterly
G2.B1.S1.MA1	Leadership Team	Gordon, Monica	10/31/2014	EWS Suspension Reports	5/29/2015 monthly
G2.B1.S1.MA1	The Leadership team will review Behavior Report Card data, Early Warning Systems, and suspension rates of MOD students at reporting periods.	Gordon, Monica	8/26/2014	Leadership agendas and quarterly complied data.	6/1/2015 monthly
G3.MA1	Classrooms will show evidence of increased rigorous writing in all content areas through posting of authentic student work and rubrics that are aligned with the DOK of the standards.	Tatro, Kathy	9/16/2014	Quality of student work, quality of instruction, and amount of exemplary authentic student work posted as observed through CWTs.	6/1/2015 weekly
G3.B1.S1.MA1	Leadership team will conduct class walkthroughs to look for evidence of quality student artifacts.	Gordon, Monica	9/16/2014	Walkthrough observation checklists, and student artifacts	6/1/2015 weekly
G3.B1.S1.MA1	Observe and attend common planning, observe and attend PLC meetings, Review sign-in sheets	Gordon, Monica	9/8/2014	Observation notes, PLC sign-in sheets/agendas, Student artifacts and teacher created exemplars	6/1/2015 biweekly
G3.B1.S2.MA1	Teachers will bring student artifacts to Thinking Maps PLC for analysis and sharing. Administration will look for evidence of utilization of Thinking Maps to support writing in response to text in all content areas through classroom walkthroughs (CWT)	Gordon, Monica	10/15/2014	Student artifacts, CWT data & notes	6/1/2015 monthly
G3.B1.S2.MA1	Administration will attend Thinking Map trainings, common planning meetings, and PLC's.	Tatro, Kathy	9/22/2014	Notes, Handouts, agendas, student exemplars in all content areas, CWT schedule, PLC sign-in sheets, common planning sign-in sheets and a model teacher schedule.	6/1/2015 monthly
G4.MA1	Teachers will use weekly assessments, Literacy First assessments and unit assessments to assess student learning.	Tatro, Kathy	9/26/2014	Artifacts from prior data sources	5/22/2015 biweekly
G4.B1.S1.MA1	Admnistration will monitor the effectiveness and consistency of support provided by coaches to teachers with utilization of the new scope & sequence, blueprints, and item specifications.	Gordon, Monica	9/22/2014	CWT data and notes	6/1/2015 monthly
G4.B1.S1.MA1	Review common planning agendas/ sign-in sheets/minutes, walkthrough checklists, pre/post conference forms, coaches action plans	Tatro, Kathy	9/22/2014	Meeting agendas, sign-in sheets, minutes, meetings with instructional coaches and lesson plans.	6/1/2015 weekly
G4.B2.S1.MA1	Evaluating the data from K-2 teachers formal observation focusing on 8 key elements in DQ2, DQ3 and DQ4. Administration will compare the data from the first and final observation.	Gordon, Monica	10/1/2014	8 key elements from TEAM evaluation form	5/1/2015 semiannually
G4.B2.S1.MA1	Lesson Plans, Classroom Walkthroughs, Coach and Teacher data chats	Ferguson, Lynda	10/3/2014	Instructional Coaches' notes, pre/post conference forms, meeting sign-in	5/18/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				sheets/agendas, lesson plans, guiding questions.	
G4.B4.S1.MA1	Teachers will be able to effectively and efficiently plan during their common planning enabling them to complete all tasks and objectives.	Tatro, Kathy	12/1/2014	Exit ticket from common planning, teachers' lesson plans	6/1/2015 monthly
G4.B4.S1.MA1	Administration will attend common planning, review agendas and sign-in sheets and be cc'd in on emails regarding common planning feedback and preparation.	Gordon, Monica	12/1/2014	Planning sign-in sheets, debriefing sessions with coaches	6/1/2015 weekly
G4.B1.S2.MA1	Data binder Weekly assessments Literacy First assessments Mini-assessment data	Tatro, Kathy	11/10/2014	Scores from all data sources (data binder), CWT Data	6/1/2015 monthly
G4.B1.S2.MA1	Review student data, walkthrough checklists, administration will attend 1/2 day planning	Gordon, Monica	11/10/2014	Planning agendas, minutes, sign-in sheets, data, and feedback	6/1/2015 monthly
G4.B2.S2.MA1	Administration will analyze data from the first and final observation with a focus on the 8 key elements in DQ2, DQ3 and DQ4.	Gordon, Monica	10/1/2014	8 key elements on TEAM observation form	5/1/2015 semiannually
G4.B2.S2.MA1	The instructional coaches and administration will look for evidence of the gradual release process during classroom walkthroughs	Tatro, Kathy	9/22/2014	Classroom walkthrough checklist and notes, pre/post conference forms	5/18/2015 weekly
G4.B1.S3.MA1	Classroom walkthrough data will show increased standards based instruction.	Tatro, Kathy	8/27/2014	Classroom walkthrough data	5/20/2015 monthly
G4.B1.S3.MA1	Administration will observe the model teacher, coaching cycle and classroom walkthrough days.	Tatro, Kathy	8/27/2014	"Look for" forms with reflections, coaches logs, instructional modeling schedule, coaching cycle schedule	5/20/2015 every-2-months

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportuntities

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

G3. We will improve the fidelity of instruction of writing in response to text across all content areas.

G3.B1 Teachers (including content area teachers) are unfamiliar with the new ELA Standards

G3.B1.S2 Teachers will receive continuing support in utilizing Thinking Maps to facilitate students writing in response to text in all content areas.

PD Opportunity 1

Teachers will participate in three (3) Thinking Maps professional development training provided by the Thinking Maps company.

Facilitator

James Dean

Participants

All K-5 teachers

Schedule

Semiannually, from 8/14/2014 to 1/16/2015

PD Opportunity 2

Teachers will participate in a monthly Thinking Maps PLC support group that is aligned with the writing standards and designed to help teachers move students from multiple maps to a finished written product.

Facilitator

Jeanne Hackler and Ashley Hansen

Participants

All K-5 teachers

Schedule

Monthly, from 9/17/2014 to 5/20/2015

Technical Assistance Items

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

Budget Rollup

Summary	
Description	**Total**
Goal 3: We will improve the fidelity of instruction of writing in response to text across all content areas.	4,800
Grand Total	**4,800**

Goal 3: We will improve the fidelity of instruction of writing in response to text across all content areas.		
Description	**Source**	**Total**
B1.S2.A1	Title I Part A	4,800
Total Goal 3		**4,800**