Purcell Elementary School

2014-15 School Improvement Plan

Purcell Elementary School

305 1ST AVE NE, Mulberry, FL 33860

http://www.polk-fl.net/purcell

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	Yes	62%

Alternative/ESE Center	Charter School	Minority
No	No	54%

School Grades History

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

School Board Approval

This plan is pending approval by the Polk 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

The mission of Purcell Elementary School is to provide engaging rigorous curriculum using consistent school-wide strategies for all students. High expectations for academic success, including social skills, have been established in order for students to become life-long learners and world scholars.

Provide the school's vision statement

Purcell Elementary School is committed to educating world scholars through standards driven instruction and high-yield strategies that will help them successfully globally.

School Environment

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

Purcell monitors demographic data and community concerns to learn about needs and cultures from the students we serve. Many professional development meetings are focused around student teacher relationships and the ability to build trust and support.

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

Purcell safe offers time in the gym every morning for a community gathering and social skills training. They are provided time to share and read as well together each morning before school. Students are working all the time on being problem solvers, using tolerance, respect and responsibility as stated in our PBS slogan. We are a Gold rated PBS school and take pride in building relationships and fostering nurturing safe classrooms. After school programs such as Boys and Girls' club also builds on the relationship with children through positive interactions and communications with parents.

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

Purcell is a Gold rated PBS school that takes great pride in having lesson plans, policies and procedures that minimize distractions in the classroom to help maintain student engagement. PBS is in constant review and monitoring of effectiveness.

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

Teachers and staff have been trained to monitor the potential social-emotional needs of all students. If needed, the proper agencies are involved and counseling is provided on a limited basis by our guidance counselor. Parents are involved in the problem solving conference to help find support and aid when 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

Our EWS monitors students in the following areas on a regular basis:
* poor attendance each nine weeks-below 90%
* school discipline data of repeat offenders and suspensions
* students who have been previously retained
* poor grades in reading and/or math
* poor Statewide assessment results.

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	14	11	8	6	21	13	73
One or more suspensions	1	2	8	3	4	10	28
Course failure in ELA or Math	0	0	1	3	0	1	5
Level 1 on statewide assessment	0	0	0	19	32	35	86
Previously Retained Students	2	7	13	18	21	23	84
	0	0	0	0	0	0	
	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
	K	1	2	3	4	5	
Students exhibiting two or more indicators	2	8	15	22	40	45	132

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

Students who are hitting two or more early warning indicators are reviewed with the MTSS/PBS team and administrative team on a regular basis to check on the improvement or decline of the data. Parents are brought in for a face to face conference and if needed we ask for the school psychologist and/or social worker to join in the meeting for additional help and support. Classroom teachers are also reviewing data and monitoring students in class based on the information so that they can work with them daily on incentives to improve or help resolve certain issues. In some cases we use the Tier 3 strategies for behavior when dealing with attendance, behavioral issues, academic issues with a check in check out program through our guidance office.

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/192341.

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

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
NAVE, BETH	Principal
Williams, Sean	Assistant Principal
Fallin, Cindy	Teacher, K-12
Ferguson, Elizabeth	Teacher, K-12

Duties

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

Beth Nave, Principal: (Required Member) The Principal provides a common vision for the use of data-based decision –making, models the Problem Solving Process; supervises the development of a strong infrastructure for implementation of MTSS; ensures that the school-based team is implementing MTSS; conducts assessment of MTSS skills of school staff; ensures implementation of intervention support and documentation; ensures and participates in adequate professional learning to support MTSS implementation; develops a culture of expectation with the school staff for the implementation of MTSS schoolwide; ensures resources are assigned to those areas in most need; and communicates with parents regarding school-based MTSS plans and activities.

Sean Williams, Assistant Principal: Assists Principal in providing a common vision for the use of data-based decision-making, assists in the development of a strong infrastructure of resources for the implementation of MTSS, further assists the principal in the assessment of MTSS skills, implementation of intervention support and documentation, professional learning, and communication with parents concerning MTSS plans and activities.

A. Owens (primary), L. Ferguson(intermediate): (Recommend at least one Primary Teacher and one Intermediate Teacher) – Provides information about core instruction; participates in student data collection; delivers Tier 1 instruction/intervention; collaborates with other staff to implement Tier 2/3 interventions; and integrates Tier 1 materials/instruction with Tier 2/3 activities.

A. Rice, B. Rice, C. Davis Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials/ instruction in tiered interventions; collaborates with general education teachers.

Denise McLachlan, Reading Coach and TBA/Math Resource: Develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based

curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk," assists in the design and implementation for progress monitoring, data collection, and data analysis, participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Cindy Irvine, School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical evaluation; assists in facilitation data-based decision making activities.

C.Waldron, K. Hasenmeier, N. Styron, MTSS Behavior Representative (PBS): Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; assists with professional development for behavior concerns; assists in facilitation data-based decision making activities.

S. Smith, Speech Language Pathologist: Educates the team in the role language plays in curriculum assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systematic patterns of student need with respect to language skills.

Lois Stortz, Guidance Counselor: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. Communicates with child-serving community agencies to support the students' academic, emotional, behavioral, and social success.

P. Kozlow, Technology Specialist: Develops or brokers technology necessary to manage and display data, provides professional development and technical support to teachers and staff regarding data management and graphic display.

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

Our data-based problem solving process will be the focus of PLC groups and that of our leadership team each week. Close monitoring of the Tier 1 instruction will be our primary focus and making certain that teachers are provided with the reources, technology, and varied strategies training to ensure success with each students.

Title I, Part A funds school-wide services to Purcell Elementary. The Title I funds provide supplemental instructional resources and interventions for students with academic achievement needs. This program supports after-school and summer instructional programs, supplemental instructional materials, resource teachers, technology for students, professional development for the staff, and resources for parents. The district coordinates with Title II and Title III to ensure that staff development needs are addressed accordingly.

Title I, Part C- Migrant Migrant students enrolled in Purcell Elementary will be assisted by the school and by the District Migrant Education Program (MEP). Students will be prioritized by the MEP for supplemental services based on need and migrant status. MEP Teacher Advocates, assigned to schools with high percentages of migrant students, monitor the progress of these high need students and provide or coordinate supplemental academic support. Migrant Home-School Liaisons identify and recruit migrant students and their families for the MEP. They provide support to both students and parents in locating services necessary to ensure the academic success of these students whose education has been interrupted by numerous moves.

Title I, Part D provides Transition Facilitators to assist students with transition from Department of Juvenile Justice (DJJ) facilities back into their zoned school. The Transition Facilitators communicate with the Guidance Counselors at schools to facilitate the transfer of records and appropriate

placement.
Title II
Professional development resources are available to all schools through Title II funds. In addition, School Technology Services provide technical support, technology training, and licenses for software programs and web-based access via Title II-D funds as made available. Funds available to Purcell Elementary are used to purchase materials from the Professional Development Department for Professional Learning Communities and Lesson Studies workshops.
Title III
Title III provides supplemental resources for English Language Learners (ELL) and their teachers in Title I schools, as well as professional learning opportunities for school staff.
The Hearth program, funded through Title X, provides support for identified homeless students. Title I provides support for this program, and many activities implemented by the Hearth program are carried out in cooperation with the Migrant Education Program (MEP) funded through Title I, Part C.
Violence Prevention Programs
Purcell Elementary provides violence and drug prevention programs in order to promote a safe school environment. Examples of violence prevention programs include anti-bullying, gang awareness, gun awareness, etc.
Nutrition Programs
This school is a location for a summer feeding program for the community.
Housing Programs
Students with housing needs are referred to the Homeless Student Advocate.
Head Start
Head Start is not located on our campus. Resources are provided to the program to assist in the transition of students from pre-k to kindergarten. Head Start teachers may participate in professional learning opportunities offered to school staff, and they are involved in Professional Learning Community activities with kindergarten teachers. Parents of Head Start students are invited to participate in parent workshops and activities provided by the school.
Adult Education
Students are provided with information related to adult education options upon request.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Beth Nave	Principal
Sean Williams	Teacher
Lisa Ledgerwood	Teacher
Valerie Hattery	Business/Community
Gregory Wilkinson	Business/Community
Eva Gomez	Education Support Employee
Ellistine Smith	Business/Community
Michael Borders	Business/Community
James Sykes	Business/Community
Heidi Claudio	Parent
Juana Ovievez	Parent
Amy Johnson	Parent
Cynthia Stevens	Parent
Marian Ayala	Parent
Michael Gordon	Business/Community
Cynthia Guerrero	Parent
Camille Wilson	Education Support Employee
Camille Wilson	Teacher
Christine Parker	Parent
Julie Wells	Parent
Cecilia Knight	Parent

Duties

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

Evaluation of last year's school improvement plan

The SAC shall review school performance data and determine the causes of low performance. The SAC
shall advise the school on its SIP.

Development of this school improvement plan

The SAC shall review school performance data and determine the causes of low performance. The SAC shall advise the school on its SIP.

Preparation of the school's annual budget and plan

The SAC shall review the school's annual budget and SIP and offer suggestions and/or changes.

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

TBA

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
NAVE, BETH	Principal
Williams, Sean	Assistant Principal
Ferguson, Elizabeth	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The most prevalent focus will be the implementation and understanding of the Florida State Standards for all grade levels in reading and math. The district is continuing with a new reading series K-5 and the team will focus on understanding all components of the program and effective delivery of instruction. The LLT will also focus on the top three school strategies: Florida Standards, Extended Thinking-refinement, and student engagement. The LLT will also support new teachers with LFS strategies and monitoring all classrooms for effective delivery techniques such as higher order questioning techniques, accountable talk, student learning maps, and data analysis to drive instructional decisions.

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

Purcell will continue to work in grade level and vertical teams to ensure understanding of everyone committed to raising the student achievement at the school. Staff development meetings are held every Tuesday after school from 3:00-4:00 and grade level PLC's are held every Tuesday during the grade levels planning time.
We will also continue to hold celebrations, share out "sunshine" reports at meetings of positive things going on in our school.

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

Purcell Elementary School believes that high-quality; highly qualified teachers will positively impact the academic success of our students. There is a strong emphasis on recruiting teachers who have high expectations for and understand the needs of Purcell's diverse student population.

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

New teachers are mentored and provided training to assist them in their roles as leaders for our students and parents. Every effort is made to provide new teachers with needed support in getting classroom

materials and resources. Every effort is made to foster a team atmosphere where decisions are made together.

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

Training with grade level teams will continue during PLC's and staff PD whole group. The primary focus will be on creating an environment that promotes high levels of articulation concerning the Florida Standards and unpacking them with clear understanding of the intent of the standard. Through the use of the tools through the DANA center; we will work with teachers to make sure that these tools are used for precision planning and ambitious instructional goals and delivery. Through clear understanding of the standards and student evidence that must be noted, the core instructional program will align. Teachers will also use the county's learning maps to help align resources and curriculum to deliver high levels of instruction focused on the 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

On a regular basis teachers meet with the administration and MTSS team to review on-going assessments. Standards based tests, fluency checks, etc... by reporting for Tier 2 and Tier 3 students primarily. Grades are also monitored regularly to check for irregularities with students who generally perform well so that they are not being missed. Teachers review data during the meetings and during grade level planning and adjust their guided reading groups, small groups, centers, assignments, and assessments to modify or supplement students based on the learning needs they have based on the most current data.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

| **Strategy:** Summer Program |
| **Minutes added to school year:** |

Students will attend the district Power Up and AMP Academies based on needs and performance data. The intense instructional focus during this time will allow students to close gaps in their learning by not allowing for a lapse in instructional over the summer months. The curriculum is Florida Standards based and rigorous instruction.

Strategy Rationale

The intense instructional focus during this time will allow students to close gaps in their learning by not allowing for a lapse in instructional over the summer months. The curriculum is Florida Standards based and rigorous instruction.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
NAVE, BETH, beth.nave@polk-fl.net

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

The summer program teachers collect assessment data and portfolios that are returned to the school for review.

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

Early identification of kindergarten readiness skills is begun by establishing a link with the local pre-school programs and the Pre-K programs located on the campus. Site visits are made by pre-schoolers during the school year to assist in orienting the students to kindergarten. Classroom visits are made and lunch is eaten with the kindergarten students. Kindergarten Round-Up is used to orient students and parents of the expectations for the upcoming school year and summer packets are provided that include suggestions for parents to use in preparing the child to make a successful transition. Students attending Round-Up are evaluated based on Kindergarten Readiness Skills using teacher-made assessments. Observations are also conducted during the Round-Up by the teachers to assess the developmental level of social skills. Following Round-Up, the kindergarten teachers meet with the administrative team to discuss the positives, what needs to be changed or modified, and what needs to be discarded for the following year. During the school year, FLKRS, FAIR and IDEL will be used as assessment tools. The Reading Coach and Administration will disaggregate the data based on the subgroups and use that data to drive instruction in reading and math.

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.   All teachers will consistently engage students in daily standards based instruction using research based best practices and strategies.

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. All teachers will consistently engage students in daily standards based instruction using research based best practices and strategies. `1a`

G057257

Targets Supported `1b`

Indicator	Annual Target
FCAT 2.0 Science Proficiency	32.0
AMO Reading - All Students	61.0
AMO Math - All Students	65.0

Resources Available to Support the Goal `2`

- Florida Standards that are to drive the work in all classrooms.

- Dana Center Tools

- Utilization of vertical teams to increase awareness of grade level expectations.

- Reading has gradual release built into the program.

- Common planning time across all grade levels

- Professional development will focus on student engagement.

- New reading series focused on close reading and text complexity.

Targeted Barriers to Achieving the Goal `3`

- The primary barrier is the lack of full implementation of rigorous instructional best practices.

- Standards based instruction / Learning Maps and the conflict of standards based with a reading series that appears to drive the decisions

Plan to Monitor Progress Toward G1. `8`

Teachers will be monitored in the classroom, during PLC's for evidence of rigorous best practices being used routinely and understanding of the Florida Standards.

Person Responsible
BETH NAVE

Schedule
Monthly, from 9/2/2014 to 6/3/2015

Evidence of Completion
Walk-through data, observations during PLC's

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 =**   **S** = Strategy
                      Barrier

`1` = Problem Solving Step   🔑 `S123456` = Quick Key

G1. All teachers will consistently engage students in daily standards based instruction using research based best practices and strategies. `1`

🔑 G057257

G1.B2 The primary barrier is the lack of full implementation of rigorous instructional best practices. `2`

🔑 B144965

G1.B2.S1 Cooperative structures/accountable talk Thinking Maps Rigg's Phonograms Progress monitoring and true understanding of the data Data drives decisions and instruction Marzano's Top Five as our planning tool for instructional design model Reading and Math fluency `4`

🔑 S157192

Strategy Rationale

Action Step 1 `5`

The academic leadership team will meet with K-5 teams to provide Professional Learning activities and discussions centered around best practices and strategies each week. Data will drive the instructional decisions and plans.

Person Responsible

BETH NAVE

Schedule

On 5/26/2015

Evidence of Completion

The administrator, Beth Nave, will collect PLC agendas, data collection spreadsheets, and sign in sheets.

Action Step 2 5

Person Responsible

Schedule

Evidence of Completion

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

The academic leadership team will meet to plan for PLC and data discussions with grade levels on a weekly basis or on an as needed basis depending on district and state requests.

Person Responsible

BETH NAVE

Schedule

On 5/26/2015

Evidence of Completion

Agendas, meeting notes and products will provide evidence of planning and meeting to reach goals.

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

The leadership team will maintain this as a top priority and it is part of a consistent strategy that we use to keep communication and academic goals in sync.

Person Responsible

BETH NAVE

Schedule

On 5/26/2015

Evidence of Completion

Administrative team will create agendas, monitor school wide calendar for academic focus events and data collection time frames throughout the year.

G1.B2.S2 Through Marzano's Top Five instructional best practices teachers will develop rigorous plans that incorporate high yield strategies. 4

Strategy Rationale

🔑 S157193

Action Step 1 5

During PLC meetings and professional development staff members will develop a better understanding of increasing consistent rigor of best practices in the classroom consistently.

Person Responsible

Schedule

Evidence of Completion

PLC agenda's to demonstrate PD is planned and provided, walk through data using a focus of implementation.

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Consistency of implementation for rigorous best practices

Person Responsible

Schedule

Evidence of Completion

Walk through data and feedback

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Consistency of rigorous instructional best practices

Person Responsible

Schedule

Evidence of Completion

walk through data, student progress monitoring

G1.B3 Standards based instruction / Learning Maps and the conflict of standards based with a reading series that appears to drive the decisions [2]

🔧 B144966

G1.B3.S1 Teachers will work with the LT to unpack the Florida Standards to understand the full intent of the standards through the Dana Center tools. [4]

🔧 S157194

Strategy Rationale

Teachers need to remove the barrier of resources versus standards. The ability to unpack and understand the standards will allow for the autonomy needed to deliver ambitious instruction.

Action Step 1 [5]

Teachers will use the Dana Center tools along with the Florida Standards to unpack and build capacity for understanding the full intent and structure of the standards.

Person Responsible

BETH NAVE

Schedule

Weekly, from 9/2/2014 to 6/4/2015

Evidence of Completion

Planning meetings and training will provide agendas and written tools that demonstrate the unpacking of standards.

Action Step 2 [5]

The Leadership Team will continue to monitor weekly assessments that have been given based on the standards at the time. During PLC's teachers will share the data and compare complexity levels of questions and passing rates. Students will be monitored weekly to determine gaps within the group or for each individual student. Progress monitoring data throughout the year will also be monitored by teachers and the leadership. Each time the assessments are given, data chats about grade level, class level and individual student level is monitored and graphed. During the data chats MTSS services are discussed as well as alignment and pacing of the standards.

Person Responsible

BETH NAVE

Schedule

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

Evidence of Completion

Data charts and teacher records are monitored and collected. Progress monitoring information is collected into a spreadsheet and used to compare data at all levels. IDEAS is also used to reference along with Tier2/3 data graphs for interventions.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 `6`

Leadership team will meet regularly and with grade levels to review the work during planning and monitor instruction in the classrooms for implementation of ambitious instruction following FS.

Person Responsible

BETH NAVE

Schedule

Weekly, from 9/2/2014 to 6/3/2015

Evidence of Completion

Planning agendas, working tools, learning maps, and walk through evidence and evaluations.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 `7`

Consistent feedback with LT and teachers for planning and feedback for walk through data that is collected.

Person Responsible

BETH NAVE

Schedule

Monthly, from 9/2/2014 to 6/3/2015

Evidence of Completion

Agendas, planning tools, feedback forms

G1.B3.S2 Teachers will need to discern between county created learning maps, reading and math resources, and full intent of the standards in order to make instructional decision for instruction. 4

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Strategy Rationale

Teachers need to be able to use review the given resources, determine if they fit the standard and then plan on how to approach the instruction in the classroom based on assessments, standards, and rigor.

Action Step 1 5

Person Responsible

Schedule

Evidence of Completion

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.B2.S1.A1	The academic leadership team will meet with K-5 teams to provide Professional Learning activities and discussions centered around best practices and strategies each week. Data will drive the instructional decisions and plans.	NAVE, BETH	8/19/2014	The administrator, Beth Nave, will collect PLC agendas, data collection spreadsheets, and sign in sheets.	5/26/2015 one-time
G1.B2.S2.A1	During PLC meetings and professional development staff members will develop a better understanding of increasing consistent rigor of best practices in the classroom consistently.		PLC agenda's to demonstrate PD is planned and provided, walk through data using a focus of implementation.	once	
G1.B3.S1.A1	Teachers will use the Dana Center tools along with the Florida Standards to unpack and build capacity for understanding the full intent and structure of the standards.	NAVE, BETH	9/2/2014	Planning meetings and training will provide agendas and written tools that demonstrate the unpacking of standards.	6/4/2015 weekly
G1.B3.S2.A1	[no content entered]			one-time	
G1.B2.S1.A2	[no content entered]			one-time	
G1.B3.S1.A2	The Leadership Team will continue to monitor weekly assessments that have been given based on the standards at the time. During PLC's teachers will share the data and compare complexity levels of questions and passing rates. Students will be monitored weekly to determine gaps	NAVE, BETH	9/1/2014	Data charts and teacher records are monitored and collected. Progress monitoring information is collected into a spreadsheet and used to compare data at all levels. IDEAS is also used to reference along with Tier2/3 data graphs for interventions.	6/3/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	within the group or for each individual student. Progress monitoring data throughout the year will also be monitored by teachers and the leadership. Each time the assessments are given, data chats about grade level, class level and individual student level is monitored and graphed. During the data chats MTSS services are discussed as well as alignment and pacing of the standards.				
G1.MA1	Teachers will be monitored in the classroom, during PLC's for evidence of rigorous best practices being used routinely and understanding of the Florida Standards.	NAVE, BETH	9/2/2014	Walk-through data, observations during PLC's	6/3/2015 monthly
G1.B2.S1.MA1	The leadership team will maintain this as a top priority and it is part of a consistent strategy that we use to keep communication and academic goals in sync.	NAVE, BETH	8/19/2014	Administrative team will create agendas, monitor school wide calendar for academic focus events and data collection time frames throughout the year.	5/26/2015 one-time
G1.B2.S1.MA1	The academic leadership team will meet to plan for PLC and data discussions with grade levels on a weekly basis or on an as needed basis depending on district and state requests.	NAVE, BETH	8/19/2014	Agendas, meeting notes and products will provide evidence of planning and meeting to reach goals.	5/26/2015 one-time
G1.B3.S1.MA1	Consistent feedback with LT and teachers for planning and feedback for walk through data that is collected.	NAVE, BETH	9/2/2014	Agendas, planning tools, feedback forms	6/3/2015 monthly
G1.B3.S1.MA1	Leadership team will meet regularly and with grade levels to review the work during planning and monitor instruction in the classrooms for implementation of ambitious instruction following FS.	NAVE, BETH	9/2/2014	Planning agendas, working tools, learning maps, and walk through evidence and evaluations.	6/3/2015 weekly
G1.B2.S2.MA1	Consistency of rigorous instructional best practices		walk through data, student progress monitoring	once	
G1.B2.S2.MA1	Consistency of implementation for rigorous best practices		Walk through data and feedback	once	

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportuntities

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

G1. All teachers will consistently engage students in daily standards based instruction using research based best practices and strategies.

G1.B2 The primary barrier is the lack of full implementation of rigorous instructional best practices.

G1.B2.S1 Cooperative structures/accountable talk Thinking Maps Rigg's Phonograms Progress monitoring and true understanding of the data Data drives decisions and instruction Marzano's Top Five as our planning tool for instructional design model Reading and Math fluency

PD Opportunity 1

The academic leadership team will meet with K-5 teams to provide Professional Learning activities and discussions centered around best practices and strategies each week. Data will drive the instructional decisions and plans.

Facilitator

Beth Nave, Sean Williams, Denise McLachlan

Participants

K-5 teachers, ESE and Special Area Teachers

Schedule

On 5/26/2015

G1.B2.S2 Through Marzano's Top Five instructional best practices teachers will develop rigorous plans that incorporate high yield strategies.

PD Opportunity 1

During PLC meetings and professional development staff members will develop a better understanding of increasing consistent rigor of best practices in the classroom consistently.

Facilitator

Leadership Team

Participants

Teachers and Administration

Schedule

Technical Assistance Items

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

Budget Rollup

Summary	
Description	**Total**
Grand Total	**0**