

# Oscar J. Pope Elementary School



2014-15 School Improvement Plan

## Oscar J. Pope Elementary School

2730 MAINE AVE, Lakeland, FL 33801

<http://schools.polk-fl.net/ojp>

### School Demographics

**School Type**  
Elementary

**Title I**  
Yes

**Free/Reduced Price Lunch**  
69%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority**  
59%

### School Grades History

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

### 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

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>8</b>
<b>8-Step Planning and Problem Solving Implementation</b>	<b>16</b>
Goals Summary	16
Goals Detail	16
Action Plan for Improvement	18
<b>Appendix 1: Implementation Timeline</b>	<b>22</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>23</b>
Professional Development Opportunities	24
Technical Assistance Items	25
<b>Appendix 3: Budget to Support Goals</b>	<b>26</b>

## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Focus	3	<a href="#">Ella Thompson</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

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

"At Oscar J. Pope Elementary, we believe that all can and will learn. We expect everyone to work together, respect themselves and each other and to learn the skills that are taught."

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

"Oscar J. Pope Elementary School has support from the staff, parents, and the community. Our students are successful and actively engaged in active, purposeful, hands on activities. Our teachers are enthusiastic and all classrooms present a warm and inviting atmosphere where the love of reading and writing is consistently encouraged. Learning experiences that involve critical thinking and problem solving are evident. Technology is used to help students access knowledge and to practice the skills necessary for success in the workforce. Our campus provides a safe and orderly environment for all. All students demonstrate respect for school rules. Staff members and transportation staff reinforce those rules in a positive manner."

#### School Environment

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

The school learns about student cultures through various community, district and school-wide events that are designed to promote diversity. Parent nights, school festivals and community centered activities are planned with parental support throughout the year. Students are encouraged to express their culture through writing and reading activities embedded in the curriculum throughout the year.

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

Upon arrival students are greeted by staff and directed to various areas of the campus. Students are allowed to eat breakfast, read, and engage in academic activities until school starts. Students development is fostered and supported by use of Positive Behavior Initiatives by all staff members. Safe school measures are routinely practiced including: locked classroom doors, limited access to campus, and mandatory check in at front office for visitors. Drills are routinely scheduled to practice procedures for fire, tornado and lock down emergencies. Dismissal procedures are followed daily with appropriate personnel assigned to various areas of the campus to ensure safety in the hallway, on the sidewalks and at car rider/bus loading areas.

##### Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

The school incorporates a tiered level of support for all students. To minimize distractions to keep students engaged during instructional time, all staff members have been trained in Positive Behavioral Intervention Supports. Staff members reward students with a horseshoe and provide specific and immediate praise. We also utilize a positive behavior referral which allows all staff members to recognize students for making positive choices and exemplifying our school wide behavioral expectations known as "We Are OSCAR". Our goal as a staff is a 4:1 positive to corrective



statement. Classroom expectations are developed by each teacher and must support the school wide expectations and behavior plan. The first week of school is filled with positive behavioral lessons designed to provide students with explicit modeling of expectations in every area of the school. Monthly behavior rewards, known as OSCARbrations, are developed by the Positive Behavioral Intervention Support committee in conjunction with school administration. Students earn a specific number of horseshoes to attend OSCARbration. In the past, students have not had a choice of activities for OSCARbration. However, this year, we are embracing students making choices based upon data collected from the end of the year student PBIS survey. In September of this year, students chose between outside play, a movie in the dining room, or indoor board games. Students not making positive behavior choices are supported through a variety of supports and interventions including minor behavior tracking forms, check in and check out system, staff mentoring, functional behavioral assessments, and behavior intervention plans.

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

The school incorporates Keys to Character and social skill building lessons routinely as Part Tier 1 services to students. The Guidance Counselor collaborates with the District, School Leadership Team, staff members and parents to establish Tier 2 supports such as Check In/ Check Out, small group counseling, student observations and individual consultations. The Guidance Counselor collaborates and assigns students to mentors from various District approved organizations such Big Brothers Big Sisters and Polk Men Read. The Guidance Counselor actively works to connect parents with community resources outside of school to aid with the social-emotional needs of students.

**Early Warning Systems**

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

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

The school has several incentives in place to encourage attendance and appropriate behavior. The systems report generated by the district is reviewed by the leadership team and appropriate district level and school based employees are notified. Phone calls are made to parents and assistance is offered in areas where school can assist. Suspensions are monitored and students are provided support in areas of greatest need. Level 1 students receive immediate interventions and also are assigned mentors.

**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	17	16	17	12	15	12	89
One or more suspensions	0	2	3	0	2	3	10
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	24	16	12	52

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

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

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

Students identified by the early warning system are logged and monitored from the beginning of the year. Many interventions are implemented such as Student Profiles/Self Monitoring Logs, Student Conferences with teachers, Check In Check Out support with Guidance, home visits by Social Worker, Behavior Plans, Academic Tier Plans, and Lowest Quartile monitoring. The Leadership Team reviews data regularly to identify the effectiveness of interventions. An incentive program was implemented to promote perfect attendance.

**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/193667>.

**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**

The school builds and sustains partnerships with the local community through SAC and PTO organizations. More than 50% of participants are business partners. The school has two major activities each year, a Christmas auction and Young Authors conference in which business partners participate and support both financially and socially. Community partners also provide clothing, school supplies and incentives to assist with attendance and testing. Business partners sponsor several spirit nights throughout the year and donate percentages of the proceeds to the school.

**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
Birdsong, Qvonda	Principal
Huntley, Charlie	Assistant Principal
Grier, Shakira	Guidance Counselor
Rockett, Lisa	Teacher, ESE
Register, Lori	Instructional Coach
Shockley, Delores	Other

### Duties

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

Qvonda Birdsong, Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is utilizing technology, collaborative lesson planning and rigorous instruction aligned with the standards.

Charlie Huntley, Assistant Principal: Provides information on school-wide discipline data, ensures that school-based team participates in implementation of intervention support and documentation, & ensures adequate professional development to support/increase knowledge and skills of staff.

Shakira Grier, School Counselor: Provides quality services and knowledge on issues ranging from program design to assessment and progress monitoring with individual students. She communicates with child-serving community agencies to support the students' academic, emotional, behavioral and social success.

Lisa Rockett, ESE Facilitator: Participates in student data collection, integrates core instructional activities/materials/instruction in tiered interventions; collaborate with ESE and general education teachers

Sara Flora, School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation

Lori Register, Math Coach: Provides information regarding math core instruction and standard alignment; participates in student data collection; collaborates with staff and assists with intervention development to for students on, above and below grade level in math.

Deloris Shockley, Reading Coach: Provides information regarding reading core instruction and standard alignment; participates in student data collection; collaborates with staff and assists with intervention development to for students on, above and below grade level in reading.

***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact***

The school district coordinates meetings with principals based on allocations available and gives guidance as to materials to purchase as to materials to purchase and problem-solving activities to determine how to apply resources.

### School Advisory Council (SAC)

#### Membership

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

Name	Stakeholder Group
Tracey Porter	Parent
Terry Thompson	Business/Community
Sylvia Holmes	Business/Community
Alex Miller	Business/Community
Victoria Martin	Teacher
Melissa Myers	Education Support Employee
Sylvia Holmes	Business/Community
Lynn Hayes	Parent
Louise Camacho	Education Support Employee
Kara Holt	Teacher
Nygen Spencer	Education Support Employee
Qvonda Birdsong	Principal
Charlie Huntley	Education Support Employee
Kristina Bond	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 committee reviewed final SIP plan in November of 2013. The Plan was discussed and changes made before final sent for approval.

*Development of this school improvement plan*

SAC committee will review draft plan and make corrections based on input and data. This will take place during October meeting.

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

The school's annual budget is reviewed and approved by the leadership team. There was a huge Title one budget as well.

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

Have not used funds yet. Allocated amount is 2400 dollars.

**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
Birdsong, Qvonda	Principal
Huntley, Charlie	Assistant Principal
Grier, Shakira	Guidance Counselor
Shockley, Delores	Instructional Coach

## Duties

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

The LLT promotes literacy through various activities throughout the school year. A federal program allows a reading program entitled " Books Bridge" to travel into the community to distribute books. A read-a-thon is done twice a year. The LLT also facilitates a school- wide Young Authors Conference. The LLT also monitors the AR and Action reading plan designed to promote independent reading.

## 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**

Administration encourages positive working relationships by incorporating staff recognition in the staff's weekly newsletter. Administration also offers incentives in conjunction with this effort. Administration meets with each grade level weekly on Tuesday to assist with collaborative planning and instruction. Grades Kindergarten, 2nd and 5th also meet on Thursday with reading and math coach for additional planning. Grades 3rd, 4th and 1st meet with Math and Reading coach on Wednesday for additional planning.

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

Administration coordinates with the Quality Counts Office to recruit highly qualified minority teachers to ensure a diverse staff. New teachers to Oscar J. Pope are paired with a mentor to assist with the transition. Members of the Leadership Team (administration, Reading/Math Coaches, Guidance) meet weekly with grade levels to foster an environment of continued professional development.

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

New teachers are paired with a teacher with experience. Planned mentoring activities are as follows: meet at least weekly with assigned members of the Leadership to collaborate and train, model instructional strategies in the classroom, assist with lesson planning, observe instruction, provide feedback, identify students in need of differentiation/progress monitoring and discuss assessment practices.

## 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***

Administration and Leadership team ensures that the district learning maps are utilized and implemented with fidelity through weekly and daily monitoring of lesson plans. Observations and walk throughs and shared with staff to provide immediate feedback.

### 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 school used State, District and school data to identify student needs. This data is used to create skill ability groups. During the reading blocks, in addition to receiving instruction on grade level, students are grouped and are able to receive enrichment and remediation to support continued growth. Teachers use Reading Wonders On Level, Above and Approaching Level materials to modify and supplement instruction. Data is also used to create tutoring groups for extended learning programs held after school and on weekends.

**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:** Weekend Program

**Minutes added to school year:** 2,160

The school will have Saturday academies for Math, Science and Reading.

#### **Strategy Rationale**

To provide smaller group instruction to meet needs of individual students.

#### **Strategy Purpose(s)**

- Core Academic Instruction

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

Birdsong, Qvonda, qvonda.birdsong@polk-fl.net

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

Pre and Post academy test

### 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**

Kindergarten round up, parent meetings, middle school administration visits 5th graders and describe middle school experience and opportunities, and high school student mentors

#### College and Career Readiness

**Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations**

N/A

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

N/A

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

N/A

**Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes**

N/A

## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

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

## Strategic Goals Summary

- G1.** Teachers will engage students in rigorous tasks aligned with the full intent of the standards in all content areas.

## Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal



**G1.** Teachers will engage students in rigorous tasks aligned with the full intent of the standards in all content areas. **1a**

G057572

**Targets Supported** **1b**

Indicator	Annual Target
AMO Reading - All Students	57.0
FCAT 2.0 Science Proficiency	42.0
AMO Math - All Students	64.0

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

- Leadership team
- Curriculum maps
- Professional Development
- School Materials
- 

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

- teacher knowledge of standards
- lack of collaborative planning for effective and rigorous instruction

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

Staff will review FAIR and District Assessments at each assessment period to determine progress toward targets

**Person Responsible**

Qvonda Birdsong

**Schedule**

Quarterly, from 9/28/2014 to 6/1/2015

**Evidence of Completion**


Leadership Team will meet with grade levels to review data and obtain sign in sheets and agendas as documentation of progress monitoring.

## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key


**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

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


**G1.** Teachers will engage students in rigorous tasks aligned with the full intent of the standards in all content areas. **1**

 G057572

**G1.B1** teacher knowledge of standards **2**

 B145642

**G1.B1.S1** School/District Based Professional Learning Opportunities **4**

 S157901

#### Strategy Rationale

With professional learning opportunities, teachers will increase knowledge of standards to positively impact standards based instruction

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

Leadership Team will provide weekly and monthly Professional Development PLCs

#### Person Responsible

Qvonda Birdsong

#### Schedule

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

#### Evidence of Completion

PLC Notes, Teacher/Leadership Team Feedback

**Action Step 2** 5

Academic Coaches and Administration will create a rotating schedule to facilitate coaching cycles and provide ongoing academic instructional assistance to each grade level as needed per teacher

**Person Responsible**

Qvonda Birdsong

**Schedule**

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

**Evidence of Completion**

Coaching Log and Feedback/correspondence between academic coaches and teachers

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

Administration will lead weekly PLCs, Leadership Team will attend Grade Level PLC meetings and review Grade Level Reflection Sheets; Review of completed lesson plan

**Person Responsible**

Qvonda Birdsong

**Schedule**

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

**Evidence of Completion**

Leadership Team will submit/sign Agendas, Schedule/system Lesson Plan Checks, Schedules/System of Walk Through Observations

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

Teachers will keep progress monitoring profiles on each student and will attend monthly data chats

**Person Responsible**

Qvonda Birdsong

**Schedule**

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

**Evidence of Completion**

Review of progress monitoring documentation; updates on data wall

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

Administrators will conduct classroom observations to ensure that academic instruction reflects teacher knowledge of the standards

**Person Responsible**

Qvonda Birdsong


**Schedule**

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


**Evidence of Completion**

Notes in Journey, Feedback/Correspondence between administration and teachers

**G1.B2** lack of collaborative planning for effective and rigorous instruction 2

 B145643

**G1.B2.S1** Monitored Collaborative Planning Opportunities and Lesson Plan Checks 4

 S157902

**Strategy Rationale**

With collaborative planning, teachers will increase use of effective, rigorous and innovative practices to guide instruction

**Action Step 1** 5

Leadership Team will provide quarterly Professional Development on effective collaborative planning

**Person Responsible**

Qvonda Birdsong

**Schedule**

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

**Evidence of Completion**

Completion of Professional Development PLCs will be evident based upon PLC Notes/Agendas and Teacher/Leadership Team Feedback

### Action Step 2 5

Academic Coaches will assist grade levels with lesson planning weekly to ensure that teachers are prepared, lessons address standards, lessons demonstrate rigor and are created collaboratively

#### **Person Responsible**

Qvonda Birdsong

#### **Schedule**

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

#### **Evidence of Completion**

Coaching Log, Written Feedback from Coaches, Completed Lesson Plans

### Action Step 3 5

Problem Solving Team with assist teachers with the identification of student needs, goals, and interventions.

#### **Person Responsible**

Qvonda Birdsong

#### **Schedule**

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

#### **Evidence of Completion**

Meeting schedules, observations, IEPs, staffings, MTSS meetings ,and student re-evaluations

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

Administration and Leadership Team will attend Grade Level Planning/PLC meetings; Leadership Team will also review Coaching Logs, Grade Level Reflection Sheets and Lesson Plans, Meeting Schedules, and interventions plans

#### **Person Responsible**

Qvonda Birdsong

#### **Schedule**

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

#### **Evidence of Completion**

Leadership Team will submit/sigh Agendas, schedule/system of Lesson Plan Checks, schedule/system of walk through observations

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

Teachers will keep progress monitoring profiles on each student and will attend monthly data chats to discuss student progress

**Person Responsible**

Qvonda Birdsong

**Schedule**

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

**Evidence of Completion**

Review of progress monitoring documentation; updates on data wall

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

Administration will observe classroom to ensure that the collaboratively created plans are implemented in the classrooms

**Person Responsible**

Qvonda Birdsong

**Schedule**

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

**Evidence of Completion**

Notes in Journey, Feedback/Correspondence between administration and teachers

**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	Leadership Team will provide weekly and monthly Professional Development PLCs	Birdsong, Qvonda	8/26/2014	PLC Notes, Teacher/Leadership Team Feedback	6/1/2015 weekly
G1.B2.S1.A1	Leadership Team will provide quarterly Professional Development on effective collaborative planning	Birdsong, Qvonda	8/26/2014	Completion of Professional Development PLCs will be evident based upon PLC Notes/Agendas and Teacher/Leadership Team Feedback	6/1/2015 quarterly
G1.B1.S1.A2	Academic Coaches and Administration will create a rotating schedule to facilitate coaching cycles and provide ongoing academic instructional assistance to each grade level as needed per teacher	Birdsong, Qvonda	8/26/2014	Coaching Log and Feedback/ correspondence between academic coaches and teachers	6/1/2015 weekly
G1.B2.S1.A2	Academic Coaches will assist grade levels with lesson planning weekly to ensure that teachers are prepared,	Birdsong, Qvonda	8/26/2014	Coaching Log, Written Feedback from Coaches, Completed Lesson Plans	6/1/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	lessons address standards, lessons demonstrate rigor and are created collaboratively				
G1.B2.S1.A3	Problem Solving Team with assist teachers with the identification of student needs, goals, and interventions.	Birdsong, Qvonda	8/26/2014	Meeting schedules, observations, IEPs, staffings, MTSS meetings ,and student re-evaluations	6/1/2015 weekly
G1.MA1	Staff will review FAIR and District Assessments at each assessment period to determine progress toward targets	Birdsong, Qvonda	9/28/2014	Leadership Team will meet with grade levels to review data and obtain sign in sheets and agendas as documentation of progress monitoring.	6/1/2015 quarterly
G1.B1.S1.MA1	Teachers will keep progress monitoring profiles on each student and will attend monthly data chats	Birdsong, Qvonda	8/25/2014	Review of progress monitoring documentation; updates on data wall	6/1/2015 monthly
G1.B1.S1.MA3	Administrators will conduct classroom observations to ensure that academic instruction reflects teacher knowledge of the standards	Birdsong, Qvonda	8/26/2014	Notes in Journey, Feedback/ Correspondence between administration and teachers	6/1/2015 monthly
G1.B1.S1.MA1	Administration will lead weekly PLCs, Leadership Team will attend Grade Level PLC meetings and review Grade Level Reflection Sheets; Review of completed lesson plan	Birdsong, Qvonda	8/26/2014	Leadership Team will submit/sign Agendas, Schedule/system Lesson Plan Checks, Schedules/System of Walk Through Observations	6/1/2015 weekly
G1.B2.S1.MA1	Teachers will keep progress monitoring profiles on each student and will attend monthly data chats to discuss student progress	Birdsong, Qvonda	8/26/2014	Review of progress monitoring documentation; updates on data wall	6/1/2015 monthly
G1.B2.S1.MA3	Administration will observe classroom to ensure that the collaboratively created plans are implemented in the classrooms	Birdsong, Qvonda	8/26/2014	Notes in Journey, Feedback/ Correspondence between administration and teachers	6/1/2015 monthly
G1.B2.S1.MA1	Administration and Leadership Team will attend Grade Level Planning/PLC meetings; Leadership Team will also review Coaching Logs, Grade Level Reflection Sheets and Lesson Plans, Meeting Schedules, and interventions plans	Birdsong, Qvonda	8/26/2014	Leadership Team will submit/sign Agendas, schedule/system of Lesson Plan Checks, schedule/system of walk through observations	6/1/2015 weekly

## Appendix 2: Professional Development and Technical Assistance Outlines

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

## Professional Development Opportunities

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

**G1.** Teachers will engage students in rigorous tasks aligned with the full intent of the standards in all content areas.

### **G1.B1** teacher knowledge of standards

#### **G1.B1.S1** School/District Based Professional Learning Opportunities

##### **PD Opportunity 1**

Leadership Team will provide weekly and monthly Professional Development PLCs

##### **Facilitator**

Leadership Team

##### **Participants**

All Teachers

##### **Schedule**

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

### **G1.B2** lack of collaborative planning for effective and rigorous instruction

#### **G1.B2.S1** Monitored Collaborative Planning Opportunities and Lesson Plan Checks

##### **PD Opportunity 1**

Leadership Team will provide quarterly Professional Development on effective collaborative planning

##### **Facilitator**

Mrs. Shockley and Mrs. Register

##### **Participants**

All Teachers

##### **Schedule**

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



## Technical Assistance Items

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

## Budget Rollup

### Summary

Description	Total
Grand Total	0