Imagine School At Evening Rose

2014-15 School Improvement Plan

Imagine School At Evening Rose

3611 AUSTIN DAVIS AVE, Tallahassee, FL 32308

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School Demographics

School Type	Title I	Free/Reduced Price Lunch
Combination	No	58%

Alternative/ESE Center	Charter School	Minority
No	Yes	58%

School Grades History

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

School Board Approval

This plan was approved by the Leon County School Board on 1/21/1919.

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
Not In DA	1	Melissa Ramsey

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 Imagine School at Evening Rose is to assist parents/guardians in educating their children, through a challenging program of study and strong character development within a nurturing and orderly learning environment.

Provide the school's vision statement

Our vision statement reflects our belief that every child can and will succeed in their pursuit of a quality education.
We Succeed – No Excuses – No Exceptions

School Environment

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

Imagine School at Evening Rose incorporates learning about student cultures through character education, Open House nights, Curriculum Nights, and student-led data conferencing. Each year our school has parents and students complete our Imagine Family and Character Survey which we then analyze the data to grow in areas of weakness and implement new initiatives.
Through our mission we implement an instructional delivery system that provides differentiated instruction, student empowerment, teaming, and highly engaging learning centers supplemented with classroom based technology.

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

All visitors to the school are required to submit a valid photo identification that is subsequently ran through the Raptor Security System to gain access to school common areas and classrooms.Only individuals listed on the emergency contact card are allowed to pick up students from the school and must present valid photo identification. All outside doors remain locked throughout the school day and through extended care hours.
Student supervision is provided from 7:00 a.m. - 7:30 a.m. for before school students in the cafeteria as well as after school care is provided through EDEP from 3:00 p.m. - 6:00 p.m. Imagine Staff is responsible for morning, l and afternoon duties, providing additional supervision and support to ensure the safety of our students during morning and afternoon dismissal.
All staff has been trained and all students have practiced emergency procedures that are outlined in the Crisis Management Plan. The Principal shall hold ten emergency drills during each school year, after each drill the Principal will report to the Facilities Director the date of the drill, number of students and staff participating in the drill, and the length of time necessary to successfully implement the drill. Diagrams are posted in each room indicating fire exits and alternative evacuation routes.
Teachers set up rules and procedures to ensure the safety of all students within their classrooms, as well as, take the initiative to distinguish between conflict vs. bullying. Teachers notify the Director of Student Services when there is an issue that is not able to be addressed in the classroom.
The Character Coach works with teachers to implement school-wide character education. Teachers integrate character traits into their lesson plans. Imagine Schools has set a nation-wide focus on building responsibility throughout all content areas. Teachers assess students' understanding of responsibility through the use of responsibility charts and character writing biweekly. Imagine

develops student character through the use of character initiatives such as: bucket fillers, student of the month, Kiwanis kids, junior ambassadors, ambassadors, safety patrol, and MicroSociety.

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

Imagine School at Evening Rose adheres to the policies and procedures as outlined in the Leon County Schools Discipline Plan. In addition, ISER has set school-wide behavior expectations and discipline goals to help students develop self-respect and respect for others and their property, the need for self-discipline, and help guide them towards choices which lead to improved behavior. School-wide minor offenses are addressed by a student's teacher using the ISER Discipline Procedures. These offenses can also result in the student being assigned to a teacher facilitated lunch and/or afternoon detention. School-wide intermediary offenses are addressed by an office referral to the school leadership office and will result in suspension, while some incidents may warrant contacting law enforcement. School-wide major offenses are addressed by an office referral to the school leadership office. These offenses are Zero Tolerance and law enforcement will be contacted along with the recommendation for student expulsion in accordance with the Leon County Schools Discipline Policy. Classroom rules and procedures, consequences, and reward systems are clearly posted in the classrooms.
Teachers and staff were trained during pre-planning on Discipline Procedures as outlined in the Faculty Handbook. Teachers also received Professional Development geared towards positive behavior systems, such as Whole Brain Teaching and Kagan Cooperative Learning to increase student engagement.

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

Imagine School at Evening Rose believes that the social-emotional well being of students is just as important as the academic well being of the students. The Character Coach provides social classes in small group settings for students who are not able to demonstrate the necessary skills to be successful in the classroom. Additionally, staff members mentor students in order to provide a positive role model, cultivating an additional level of accountability and support.
The unique and innovative approach at Imagine School at Evening Rose is to incorporate performance character into daily lessons. Performance character consists of all those qualities that enable us to achieve to our highest potential in any performance environment (such as the classroom or workplace). Performance Character Values/Traits include: Determination, Organization, Creativity, Perseverance, Diligence and Self-discipline to enhance the Performance Character Skills Goal-Setting and Time Management. Imagine School at Evening Rose will integrate Character & Academics by conceptualizing character to include both performance character and moral character enabling us to more effectively address the question, "What's the connection between character and academics?" In this new paradigm, character is integral to academic instruction, since it is needed for, and potentially developed from, every academic activity. Students need performance character (initiative, self-discipline, perseverance, and teamwork) to do their best academic work. Students develop their performance character, including the ability to take satisfaction in a job well done, as they rise to the challenges of their schoolwork.
Enhancing the character education component are service learning projects that extend the values and ethics infused into each subject area. Service Learning represents the connection of intellectual and character development. Students will engage in the skills necessary to solve real world problems, and at the same time develop the disposition to be active and compassionate members of society. Our learning communities will model those of the real world, offering many opportunities to teach students to handle conflict constructively. The students will be taught to recognize various kinds of conflict and those situations that may lead to conflict. They learn not only to solve problems, but also

to prevent them. Conflict avoidance and conflict resolution skills will be infused into each of the core subjects as they relate to content. Students might brainstorm a list of alternative solutions to historical conflicts in social studies, while they write about "peaceful" resolutions to conflicts found in literature. With a commitment to teaching and talking about conflict resolution, our goal is to make children responsible for working out their own conflicts in positive ways.

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

Imagine Evening Rose's Early Warning System consists of the following indicators:
Students who are repeatedly absent or tardy, resulting in a less than 90% attendance rate;
Students with one or more suspensions (whether in school or out-of school);
Students with course failure in ELA or Mathematics;
and Students scoring a Level 1 on the statewide standardized assessments in ELA or Mathematics.

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	6	
Attendance below 90 percent	0	20	18	11	15	4	7	75
One or more suspensions	1	0	2	1	5	1	3	13
Course failure in ELA or Math	0	0	0	1	0	1	0	2
Level 1 on statewide assessment	0	0	0	0	16	12	9	37

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

Indicator	Grade Level				Total
	3	4	5	6	
Students exhibiting two or more indicators	1	2	2	2	7

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

The school's staff will meet with parents in a formalized conference to discuss concerns over absences and/or suspensions, allowing parents to plan with school's staff to develop an analysis of the root cause and solutions toward increasing attendance.
Students that exhibit academic concerns related to course failure and those scoring level 1s on the statewide assessment receive intervention support for a minimum of 30 minutes daily from either their classroom teacher or an interventionist.

Family and Community Involvement

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

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?
No

PIP Link
The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Parents are considered stakeholders at Imagine School at Evening Rose and therefore are invited and encouraged to take part in the decision-making process on our campus. Parents are notified of the school's ongoing efforts through a weekly Listserv email notification, Character Car Chats, automated emergency calls, the school website, Facebook page, monthly school-wide newsletter, teacher websites, and classroom newsletters. We notify parents of our various before, during, and after school opportunities to increase parent involvement. We recognize the amount of time or money that parents contribute to our school through our Parent of the Month celebration.
Information regarding student achievement and assessment results will be shared with parents throughout the year through progress reports, report cards, parent/teacher conferences, weekly online grade-book postings, curriculum nights and other events to promote communication and parental involvement. These opportunities will provide parents with specific information related to individual student performance levels and learning gains based on assessments scheduled throughout the school year.
Parents will be notified in a timely manner regarding each opportunity for accessing and reviewing the academic progress of their child. For those students who are not making a year's worth of learning gains, teachers, parents and the administration will decide collectively a corrective course of action.

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

Imagine School at Evening Rose has implemented the school-wide program MicroSociety, in which hands-on real world application is at the core of its practice. Each teacher is the facilitator of a student initiated "venture" or "agency" similar to businesses or departments in the real world, in which the students are the business owners, supervisors, employees, and managers. Through this simulated real-world program, we encourage teachers to reach out to members of the local community for partnership in supporting the chosen "venture" or "agency". Through this connection, the teacher may receive additional funding for resources or various materials to help sustain their identified goals.
The school will support local community efforts with service learning activities at each grade level. Guided by their teachers, students will identify and select a problem that reflects a local, national, or international concern. A plan is developed to engage students in relevant activities that provide them with an informational background, active service, and community awareness related to the issue. Students see service not as an isolated action, but as a way of being a member of a community.

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
John, Linda	Principal
Nelson, Melissa	Assistant Principal
Turknett, Stacy	Administrative Support

Duties

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

Principal Linda R. John- Instruction Leader responsible for all School Operations, establish standards for student and professional performance, continually assess school practices and procedures to support diverse learners
Assistant to Principal Melissa Nelson- Assist Principal with School Operations, Testing Coordinator, LEA Administrator (ESE, ESOL, Gifted, 504 and MTSS)
Director of Student Services Stacey Turknett- Students/Parents (Report Cards, Attendance, MTSS Behavior)
School-wide Discipline, Character Initiatives and infusing Character School -wide
Academic Coach Rachel Ogle - Provides knowledge regarding effective instructional strategies, effective planning, and facilitates data -based decision making activities
Interventionist Stephanie Smith - Skilled in the implementation of Tier 1-3 instruction and strategies for achieving academic success, assisting teachers in planning their interventions, provides small group intervention for students identified as needing additional academic supports

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

School Leadership uses student data to identify and align all resources on campus to meet the needs of all students. Professional learning communities are established to meet and discuss data, curriculum, interventions, and researched-based best practices that work in the classroom. They meet weekly to discuss data and to problem solve. Professional development is continued throughout the year to help instructional staff stay current on best practices. Teachers led the professional development as they grow capacity and grow as teacher leaders. Professional development is provided at least once a month in addition to in-service days that occur at preplanning and throughout the year.
Imagine School at Evening Rose follows a multi-tiered system of supports. All students are considered to be part of the three tier system. The universal tier is the majority of our students in classrooms, the 80% of students who are understanding and making progress with normal classroom instruction of curriculum. Students who have demonstrated that they need more support in instruction move to tier two. Tier two includes about 15% of the students who require additional interventions within the classroom. These interventions are provided by the classroom teacher in order for the students to understand and catch up to the universal tier. Students who, with tier two interventions in place, are still are not able to make progress are moved to tier three interventions. These students are provided intensive interventions in addition to the tier two interventions in order to promote the progression of learning. Tier three interventions are provided outside of the regular classroom setting and focus on intensive remediation of fundamental skills or filling in any gaps of knowledge of the students. Our multi-tiered system of supports is a fluid system, where students are provided interventions and based on their response to the interventions either stay in a tier, return to the previous tier, or move to the next tier in the system. The problem solving team meets weekly to

discuss students and consists of a variety of teachers, administrators, and coaches.
Resources are allocated based on student need and the growing demands and rigor of the standards.
IDEA funds are used to provide students receiving exceptional student education the staff and support they need. We use our funds for services and support according to students' individual education plans. An inventory is kept current of allocated resources by our director of operations. Monthly board and committee meetings are held to discuss our budget and approve the spending of our funds. We always consider how best to spend money and look at the bigger picture of what would be best for all our students and their academic achievement.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Andy Janacek	Parent
Bonnie Koon	Parent
Pam Bowles	Parent
Terry Gavins	Parent
Pat Weaver	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

Our LLC Board, Imagine-Leon County, LLC, serves as our SAC.
Andy Janacek Board Member
Ryan Gagne Board Member
Pam Bowles Board Member
Bonnie Koon Board Member
Terri Gavins Parent Representative
Hannah Vossler Student Representative
Linda John Principal
Rachel Ogle Education Support Employee
Lindsey Jenkins Teacher

Development of this school improvement plan

The goals of Imagine School at Evening Rose's School Improvement Plan were developed through the support and input of the Academic Leadership Team and a Student and Parent Representative and was reviewed by the Imagine-Leon County, LLC Board and approved in the regularly scheduled October meeting on October 23, 2014.

Preparation of the school's annual budget and plan

The 2015 budget for Imagine School at Evening Rose was reviewed and approved by the ISER LLC Board on June 19, 2014.

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

Not applicable at this time

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
John, Linda	Principal
Nelson, Melissa	Assistant Principal
Mercer, Lindsey	Instructional Coach
Ogle, Rachel	Other
Royal, Elizabeth	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

Assistant to the Principal Melissa Nelson
Academic Coach Rachel Ogle
Interventionist Stephanie Smith
Teacher, K-12 Pam Pereda
The LLT will focus on fostering a love of reading in all levels of learners, in all settings, at school and at home. Reading initiatives such as the Advanced Reading Challenge and Book It will support motivating students to read more for pleasure. LLT members will encourage creative responses to literature and celebrate student reading accomplishments regularly.

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

The Academic Leadership Team guides and coordinates the teachers at Imagine School at Evening Rose through professional development opportunities during monthly staff meetings and weekly team plannings. The teachers meet on a weekly basis to plan collaboratively with the assistance of members from the Academic Leadership Team. During planning, teachers receive professional development that aids in the Big Four areas of Classroom Management, Content Planning/Knowledge, Instructional Practices, and Assessment. In addition to professional development, Imagine School at Evening Rose works to build community within our school staff by creating "building buddies", mentor teachers, beginning teacher mentors, and staff team building activities. The Academic Coach also works with teachers in the Coaching Cycle to provide them expanded opportunities to improve their craft through modeling lessons for them, whisper coaching, and allowing time for peer observations.

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

Imagine School at Evening Rose displays job postings on the Paperless Applicant Tracking System through Leon County Schools. We have requested and maintained good relationships with the Clinical

Education Departments at Florida State University, Florida A&M University, and Flagler College. Many of our interns or practicum students seek jobs at our school following their graduation.

Imagine School at Evening Rose builds capacity within our own teachers through providing ongoing professional development opportunities, various leadership opportunities (leadership candidacy school, education directors, academy leaders), and a family atmosphere embracing shared values of integrity, justice, and fun. We also require all teachers to complete a Deliberate Practice Plan where goals, observations, and reflective questions guide our teachers to become better educators.

We have recently adjusted our teacher pay scale in an attempt to align more closely with the district pay scale, making the attractiveness of working at Imagine a viable option.

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

Our teacher mentor program provides instructional, professional, and emotional support to teachers new to our school. Our mentor teacher provides initial support that is necessary to understand and set up a model classroom environment. Each month our mentor teacher meets with new teachers to promote a better understanding of Imagine School at Evening Rose's Six Measures of Excellence. Each new-to-Imagine teacher (mentee) is paired with an experienced teacher within similar grade levels (primary and intermediate) when possible. The purpose of the personal mentor is to assist with day-to-day questions and provide a go-to person that teaches the same grade, subject, or in the same cluster.

The Leon County New Teacher mentor program provides instructional and profession support to our teachers that are brand new to the profession. Through the program new teachers are paired with a mentor teacher as well as a support team which consists of the new teacher, mentor teacher, and administrators. Together they work with the new teachers to prepare for observations, lesson planning, professional goal setting, and provide professional development and/or assist the new teacher in finding professional development. The mentors meet frequently with the new teachers to discuss any day-to-day questions as well as provide ongoing support to them throughout their first year. Any educational classes, professional develop, or tests that are required for certification are explained to the new teachers and it is their responsibility to make sure it is done in a timely manner. This person serves as a go to person for them on our campus.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

The core curriculum for ELA (Wonders) was selected and purchased since it has been aligned to the Florida Standards. The core curriculum for Mathematics (Go Math!) though aligned to Common Core, provides a crosswalk of standards being utilized by our staff to ensure that the Florida Standards are addressed in the teachers' instruction. Core curriculum programs are used to create curriculum maps and focus calendars for teachers to utilize in their planning and instruction. Collaborative planning time occurs weekly with the Academic Leadership Team to unpack the standards and develop engaging, rigorous lessons.The School has developed a common lesson plan template to ensure specific items are evident during classroom instruction and a common board configuration, requiring the teachers to unpack the standards on the board daily for their students. The School has also developed a standards based report card for documenting success on each standard in the primary grades to work with parents on building these foundational skills in our young students.

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

Imagine School at Evening Rose utilizes several types of data including but not limited to STAR, monthly Fresh Reads and writing assessments from Wonders Curriculum as well as monthly math fluency checks.

Teachers participate in regularly scheduled data chats guided by benchmark and progress monitoring data. Teachers reflect on whole group and individual student data to target specific gaps in learning and adjust lesson plans and student groupings accordingly. Teachers conduct student data chats using student data folders which allow every student to take ownership of their learning by setting and adjusting goals based on analysis of their own progress. Data may be collected weekly, monthly or quarterly. Teachers and students use the Student Success Plan (SSP) as a base for data collection and discussion. Teachers meet with students regularly to support students in their goal setting, build on the students' growth mindset, and celebrate adequate progress.

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: Extended School Day

Minutes added to school year: 30

Imagine School at Evening Rose has increased the school day 30 minutes in order to provide a intervention block for additional small group instruction.

Strategy Rationale

Forty-seven percent of the students at Imagine School at Evening Rose scored a Level 2 or below in Reading on the 2014 state assessment, while 66% of the students scored a Level 2 or below in Math. Thirty-three percent of the students in grades 4-6 scored a Level 1 on the 2014 state assessment.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
John, Linda, linda.john@imagineschools.org

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

Imagine School at Evening Rose administers monthly STAR assessments in both reading and math school-wide. Using this data students are categorized into hovering and urgent intervention sub groups.

According to STAR reports, urgent Intervention students are in the red/level 1 point range. The urgent intervention student group also consist of MTSS Tier 3 students. Hovering students are those students who fall between the 40-50 percentile rank using Star.

Students deemed as hover students are progress monitored by-weekly whereas the students deemed as urgent intervention receive weekly progress monitoring. The interventionist and classroom teacher use the data to determine which skills to remediate and reinforce during the intervention block. The interventionist continues to work on grade level skills to reinforce understanding while focusing on any remedial skills that are noted.

All students in the intervention sub groups are pulled into a small group setting to work specifically with the interventionist twice weekly. The interventionist uses grade level readers, focus skill activities, Tier 2 intervention pieces and reteach portions of the Wonders curriculum for reading support. In Math, the interventionist uses Go Math intervention pieces, precision teaching, hands on activities, and use of manipulatives.

Data collected during progress monitoring is analyzed during data chats and during collaborative planning with the classroom teacher and interventionist. Working closely with the classroom teacher, the interventionist will determine though use of data which grade level standards and skills that demonstrate deficiencies that require remediation or reinforcement.

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

ISER administers a kindergarten pre-screening assessment. In addition, teachers assess the foundational and social skills through FLKRS.
Elementary students are prepared for transition to middle school through the use of departmentalized

classrooms and blocks that require students to transition from one classroom to the next. Students are allowed time to shadow other students in Middle School. Teachers and staff seek out curriculum nights at Middle Schools to provide additional information for students and parents. Our LEA Coordinator is in contact with Guidance and ESE Coordinators to set up meeting for transition of students with EPs and IEPs.

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.   Through an increase in rigor in math instruction, 4th - 6th achievement levels will show a 10% increase. 45.1% of 4th grade students, 42.9% of 5th grade students, and 11% of 6th grade students will score in the 50th percentile or higher as measured by the Spring 15 FSA in math.

G2.   Through an increase of rigor in math instruction, we will increase the percentage of students earning a learning gain by 10% in 4th - 6th grades as measured by the Spring 15 FSA in math.

G3.   Through an increase of rigor in reading instruction, we will increase the percentage of students earning a learning gain by 10% in 4th - 6th grades as measured by the Spring 15 FSA in ELA.

G4.   Through an increase in rigor in reading instruction, 4th - 6th achievement levels will show a 10% increase. 58.3% of 4th grade students, 70.4% of 5th grade students, and 41.8% of 6th grade will score in the 50th percentile or higher as measured by the Spring 15 FSA in ELA.

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. Through an increase in rigor in math instruction, 4th - 6th achievement levels will show a 10% increase. 45.1% of 4th grade students, 42.9% of 5th grade students, and 11% of 6th grade students will score in the 50th percentile or higher as measured by the Spring 15 FSA in math. 1a

🔍 G051391

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	59.0

Resources Available to Support the Goal 2

- Principal, Assistant to the Principal, Academic Coach, Ed Directors, MicroSociety implementation, data chats, peer walk throughs, and formal observations

Targeted Barriers to Achieving the Goal 3

- Teachers understanding of the standards and how to use the test item specifications to plan with the end in mind.

Plan to Monitor Progress Toward G1. 8

STAR Enterprise, RTI/MTSS Data points, benchmark assessments, and school wide math fluency

Person Responsible

Linda John

Schedule

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

Evidence of Completion

lesson plans, STAR reports, benchmark assessment data, and school-wide math fluency data

G2. Through an increase of rigor in math instruction, we will increase the percentage of students earning a learning gain by 10% in 4th - 6th grades as measured by the Spring 15 FSA in math. `1a`

`G051390`

Targets Supported `1b`

Indicator	Annual Target
Math Gains	59.0

Resources Available to Support the Goal `2`

- Principal, Assistant to the Principal, Academic Coach, Education Directors, Intervention Specialist,and MTSS Coordinator

Targeted Barriers to Achieving the Goal `3`

- Teachers' ability to scaffold instruction for small groups using materials and resources provided.

- School-wide commitment to the fidelity of the MTSS process.

Plan to Monitor Progress Toward G2. `8`

STAR Tier 3 students in math will complete progress monitoring testing weekly.

Person Responsible
Linda John

Schedule
Weekly, from 8/18/2014 to 6/1/2015

Evidence of Completion
STAR reports, monthly fluency data, benchmark assessment data

G3. Through an increase of rigor in reading instruction, we will increase the percentage of students earning a learning gain by 10% in 4th - 6th grades as measured by the Spring 15 FSA in ELA. 1a

🔍 G040999

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	69.0

Resources Available to Support the Goal 2

- Principal, Assistant to the Principal, Academic Leadership Team, MTSS coordinator, data chats, video newsletter, peer walk throughs, formal walk trhoughs

Targeted Barriers to Achieving the Goal 3

- Teachers' ability to scaffold instruction for small groups.

- School-wide commitment to the fidelity of the MTSS process.

Plan to Monitor Progress Toward G3. 8

Star Tier 3 students in reading will complete progress monitoring testing weekly

Person Responsible
Linda John

Schedule
Weekly, from 8/18/2014 to 6/1/2015

Evidence of Completion
STAR reports, monthly fluency data, benchmark assessment data

G4. Through an increase in rigor in reading instruction, 4th - 6th achievement levels will show a 10% increase. 58.3% of 4th grade students, 70.4% of 5th grade students, and 41.8% of 6th grade will score in the 50th percentile or higher as measured by the Spring 15 FSA in ELA. `1a`

G040976

Targets Supported `1b`

Indicator	Annual Target
FAA Reading Proficiency	56.8

Resources Available to Support the Goal `2`

- Test Item Specifications, Webb's Depth of Knowledge, FSA assessment question stems, RtI and MTSS intervention, the addition of an Intervention Specialist, Principal, Assistant to the Principal, Academic Coach, Education Directors

- Kagan Cooperative Learning Strategies Professional Development, Whole Brain Teaching Professional Development, Region Director, Assistant to the Principal

- Student-Led Conferencing Professional Development, Principal, Assistant to the Principal, Academic Coach, Ed Directors

Targeted Barriers to Achieving the Goal `3`

- Teachers' understanding of the standards and how to use the Test Item Specifications to plan with the end in mind.

Plan to Monitor Progress Toward G4. `8`

STAR Enterprise, benchmark assessments, monthly fluency and comprehension collection

Person Responsible
Linda John

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

Evidence of Completion
STAR reports, individual and class wide benchmark assessment data, school-wide fluency and comprehension data

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. Through an increase in rigor in math instruction, 4th - 6th achievement levels will show a 10% increase. 45.1% of 4th grade students, 42.9% of 5th grade students, and 11% of 6th grade students will score in the 50th percentile or higher as measured by the Spring 15 FSA in math. 1

🔑 G051391

G1.B1 Teachers understanding of the standards and how to use the test item specifications to plan with the end in mind. 2

🔑 B129113

G1.B1.S1 Academic Coach will work with teachers during data meetings to discuss standards, test specifications, and how to teach at the appropriate depth of knowledge for students to have a better understanding of the standards. 4

🔑 S141263

Strategy Rationale

Teachers' understanding of how students are going to be tested as well as the depth of knowledge students will be required to demonstrate will provide teachers the ability to provide quality instruction with the end in mind.

Action Step 1 5

Student engagement through Kagan Cooperative Learning Strategies

Person Responsible

Linda John

Schedule

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

Evidence of Completion

classroom walkthroughs to verify implementation of strategies.

Action Step 2 `5`

Differentiated Instruction

Person Responsible

Linda John

Schedule

Weekly, from 9/15/2014 to 6/1/2015

Evidence of Completion

classroom walkthroughs and lesson study

Action Step 3 `5`

Whole Brain Teaching

Person Responsible

Linda John

Schedule

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

Evidence of Completion

walkthroughs to verify implementation of strategies

Action Step 4 `5`

Unpacking the standards

Person Responsible

Linda John

Schedule

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

Evidence of Completion

classroom walkthroughs and lesson plans

Action Step 5 [5]

Set individual student goals for all students school-wide. This includes students in all AMO subgroups which did not meet their 2013-14 targets: Caucasian, African American, Economically Disadvantaged, and Students with Disabilities.

Person Responsible

Linda John

Schedule

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

Evidence of Completion

student data folders and individual Student Success Plans

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

Academic Leadership Team Walkthroughs to observe implementation.

Person Responsible

Linda John

Schedule

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

Evidence of Completion

Student led unpacking of the standards daily, student friendly objectives, lesson plans checked, data chats, and weekly team meeting logs.

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

Principal and Assistant to the Principal Walk-throughs

Person Responsible

Linda John

Schedule

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

Evidence of Completion

lesson plans, Deliberate Practice Plans, and iObservation

G2. Through an increase of rigor in math instruction, we will increase the percentage of students earning a learning gain by 10% in 4th - 6th grades as measured by the Spring 15 FSA in math. [1]

🔑 G051390

G2.B1 Teachers' ability to scaffold instruction for small groups using materials and resources provided. [2]

🔑 B129127

G2.B1.S1 Academic Coach and Education Directors will work together to educate our staff on differentiated instruction and cooperative learning strategies. [4]

🔑 S141271

Strategy Rationale

In doing this our staff will be more likely to engage in purposeful small group instruction time and make use of hands on materials and manipulatives to engage our students during math.

Action Step 1 [5]

Weekly planning meetings

Person Responsible

Linda John

Schedule

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

Evidence of Completion

effective small group instruction observed, planning for small group instruction

Action Step 2 [5]

Kagan Cooperative Learning Strategies

Person Responsible

Linda John

Schedule

On 6/1/2015

Evidence of Completion

cooperative learning during small group instruction, planning shows cooperative learning structures

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

Academic Leadership team walkthroughs

Person Responsible

Linda John

Schedule

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

Evidence of Completion

Lesson plans, student engagement forms, iObservation, Deliberate Practice Plans, team meeting logs

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

Principal, Assistant to the Principal Walkthroughs

Person Responsible

Linda John

Schedule

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

Evidence of Completion

lesson plans, Deliberate Practice Plans, iObservation

G2.B2 School-wide commitment to the fidelity of the MTSS process. 2

🔍 B129128

G2.B2.S1 LEA administrator will provide professional development and subsequent support to instructional staff in regards to MTSS problem solving and goal setting. 4

🔍 S141270

Strategy Rationale

In doing this our instructional staff will become more knowledgeable in the MTSS process and aware of the resources and support that are readily available.

Action Step 1 5

Professional Development - Mastering MTSS & Problem Solving

Person Responsible

Linda John

Schedule

On 8/4/2014

Evidence of Completion

Meeting agenda and instructional sign in sheet

Action Step 2 5

Establish weekly problem-solving meetings for MTSS

Person Responsible

Linda John

Schedule

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

Evidence of Completion

Problem-solving team meeting agenda, anecdotal notes, and fidelity paperwork

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Principal and Assistant to Principal Walkthroughs to observe implementation

Person Responsible

Linda John

Schedule

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

Evidence of Completion

MTSS fidelity paperwork, SSPs and iObservation

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Data chats will be held focusing on STAR Tier 3 progress monitoring

Person Responsible

Linda John

Schedule

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

Evidence of Completion

lesson plans, STAR reports, data meeting agenda

G3. Through an increase of rigor in reading instruction, we will increase the percentage of students earning a learning gain by 10% in 4th - 6th grades as measured by the Spring 15 FSA in ELA. 1

🔍 G040999

G3.B2 Teachers' ability to scaffold instruction for small groups. 2

🔍 B099465

G3.B2.S1 Teachers engage students with cooperative learning opportunities during differentiated small group instruction. 4

🔍 S110792

Strategy Rationale

Teachers' lack of knowledge in how to engage students in cooperative learning experiences and modify lessons geared towards varying learning modalities and abilities.

Action Step 1 5

Learning with Leadership (video)

Person Responsible

Linda John

Schedule

Monthly, from 9/2/2014 to 6/1/2015

Evidence of Completion

effective cooperative learning structures in the classroom, and results from student engagement feedback forms

Action Step 2 5

Kagan Cooperative Learning

Person Responsible

Linda John

Schedule

Weekly, from 9/2/2014 to 6/1/2015

Evidence of Completion

student engagement feedback forms

Plan to Monitor Fidelity of Implementation of G3.B2.S1 `6`

Principal, Assistant to Principal, and Academic Leadership Team walk-throughs

Person Responsible

Linda John

Schedule

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

Evidence of Completion

student engagement feedback form

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 `7`

Principal, Assistant to the Principal

Person Responsible

Linda John

Schedule

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

Evidence of Completion

lesson plans, Deliberate Practice Plan, iObservation

G3.B3 School-wide commitment to the fidelity of the MTSS process. 2

B099466

G3.B3.S1 LEA administrator will provide professional development and subsequent support to instructional staff in regards to MTSS problem solving and goal setting. 4

S142004

Strategy Rationale

In doing this our instructional staff will become more knowledgeable in the MTSS process and aware of the resources and support that are readily available.

Action Step 1 5

Professional Development - Mastering MTSS and Problem Solving

Person Responsible

Linda John

Schedule

On 8/4/2014

Evidence of Completion

Meeting agenda and instructional sign in sheet

Action Step 2 5

Establish weekly problem-solving meetings for MTSS

Person Responsible

Linda John

Schedule

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

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

Principal and Assistant to Principal Walkthroughs to observe implementation

Person Responsible

Linda John

Schedule

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

Evidence of Completion

MTSS fidelity paperwork, data chats, SSPs and iObservation

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

Data chats will be held focusing on STAR Tier 3 progress monitoring

Person Responsible

Linda John

Schedule

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

Evidence of Completion

lesson plans, Star Reports, data meeting agenda

G4. Through an increase in rigor in reading instruction, 4th - 6th achievement levels will show a 10% increase. 58.3% of 4th grade students, 70.4% of 5th grade students, and 41.8% of 6th grade will score in the 50th percentile or higher as measured by the Spring 15 FSA in ELA. 1

🔍 G040976

G4.B1 Teachers' understanding of the standards and how to use the Test Item Specifications to plan with the end in mind. 2

🔍 B099380

G4.B1.S1 Equip teachers with the knowledge of how to unpack the standards and participate in collaborative planning within subject, grade, and cross grade. 4

🔍 S110712

Strategy Rationale

Teachers have a lack understanding of the Florida Standards, Webb's Depth of Knowledge, higher order thinking questions and stems, and learning task demands. Teachers need specific guidance in how to use the Test Item Specifications to plan with the end in mind.

Action Step 1 5

Academy leaders will observe peers and provide feedback for change.

Person Responsible

Linda John

Schedule

Weekly, from 8/11/2014 to 6/1/2015

Evidence of Completion

Student Engagement Feedback Form

Action Step 2 5

Team Planning Meeting logs to document unpacking of standards.

Person Responsible

Linda John

Schedule

Weekly, from 9/2/2014 to 6/1/2015

Evidence of Completion

Team Planning Meeting logs

Action Step 3 5

Assistant to Principal will work with teachers on developing their Deliberate Practice Plan (DPP) goals.

Person Responsible

Linda John

Schedule

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

Evidence of Completion

Deliberate Practice Plan

Action Step 4 5

Set individual student goals for all students school-wide. This includes students in AMO subgroups which did not meet their 2013-14 targets. Caucasian, African American, Economically Disadvantaged and Students with Disabilities.

Person Responsible

Linda John

Schedule

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

Evidence of Completion

student data folders and individual Student Success Plans

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

Principal and Assistant to Principal will complete walk-throughs for progress monitoring using iObservation.

Person Responsible

Linda John

Schedule

Weekly, from 8/28/2014 to 6/1/2015

Evidence of Completion

Lesson plans, Deliberate Practice Plan, student engagement forms, and components of a model classroom.

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

Academic Leadership Team will complete walkthroughs for progress monitoring.

Person Responsible

Linda John

Schedule

On 6/1/2015

Evidence of Completion

Student-led unpacking of the standards, daily objectives, student data notebooks, and team planning logs.

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
G4.B1.S1.A1	Academy leaders will observe peers and provide feedback for change.	John, Linda	8/11/2014	Student Engagement Feedback Form	6/1/2015 weekly
G3.B2.S1.A1	Learning with Leadership (video)	John, Linda	9/2/2014	effective cooperative learning structures in the classroom, and results from student engagement feedback forms	6/1/2015 monthly
G1.B1.S1.A1	Student engagement through Kagan Cooperative Learning Strategies	John, Linda	8/18/2014	classroom walkthroughs to verify implementation of strategies.	6/1/2015 weekly
G2.B1.S1.A1	Weekly planning meetings	John, Linda	8/18/2014	effective small group instruction observed, planning for small group instruction	6/1/2015 weekly
G2.B2.S1.A1	Professional Development - Mastering MTSS & Problem Solving	John, Linda	8/4/2014	Meeting agenda and instructional sign in sheet	8/4/2014 one-time
G3.B3.S1.A1	Professional Development - Mastering MTSS and Problem Solving	John, Linda	8/4/2014	Meeting agenda and instructional sign in sheet	8/4/2014 one-time
G4.B1.S1.A2	Team Planning Meeting logs to document unpacking of standards.	John, Linda	9/2/2014	Team Planning Meeting logs	6/1/2015 weekly
G3.B2.S1.A2	Kagan Cooperative Learning	John, Linda	9/2/2014	student engagement feedback forms	6/1/2015 weekly
G1.B1.S1.A2	Differentiated Instruction	John, Linda	9/15/2014	classroom walkthroughs and lesson study	6/1/2015 weekly
G2.B1.S1.A2	Kagan Cooperative Learning Strategies	John, Linda	8/18/2014	cooperative learning during small group instruction, planning shows cooperative learning structures	6/1/2015 one-time
G2.B2.S1.A2	Establish weekly problem-solving meetings for MTSS	John, Linda	8/18/2014	Problem-solving team meeting agenda, anecdotal notes, and fidelity paperwork	6/1/2015 weekly
G3.B3.S1.A2	Establish weekly problem-solving meetings for MTSS	John, Linda	8/18/2014		6/1/2015 weekly
G4.B1.S1.A3	Assistant to Principal will work with teachers on developing their Deliberate Practice Plan (DPP) goals.	John, Linda	9/8/2014	Deliberate Practice Plan	6/1/2015 monthly
G1.B1.S1.A3	Whole Brain Teaching	John, Linda	8/18/2014	walkthroughs to verify implementation of strategies	6/1/2015 monthly
G1.B1.S1.A4	Unpacking the standards	John, Linda	8/18/2014	classroom walkthroughs and 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
G4.B1.S1.A4	Set individual student goals for all students school-wide. This includes students in AMO subgroups which did not meet their 2013-14 targets. Caucasian, African American, Economically Disadvantaged and Students with Disabilities.	John, Linda	8/18/2014	student data folders and individual Student Success Plans	6/1/2015 quarterly
G1.B1.S1.A5	Set individual student goals for all students school-wide. This includes students in all AMO subgroups which did not meet their 2013-14 targets: Caucasian, African American, Economically Disadvantaged, and Students with Disabilities.	John, Linda	8/18/2014	student data folders and individual Student Success Plans	6/1/2015 quarterly
G1.MA1	STAR Enterprise, RTI/MTSS Data points, benchmark assessments, and school wide math fluency	John, Linda	8/18/2014	lesson plans, STAR reports, benchmark assessment data, and school-wide math fluency data	6/1/2015 monthly
G1.B1.S1.MA1	Principal and Assistant to the Principal Walk-throughs	John, Linda	8/18/2014	lesson plans, Deliberate Practice Plans, and iObservation	6/1/2015 monthly
G1.B1.S1.MA1	Academic Leadership Team Walkthroughs to observe implementation.	John, Linda	8/18/2014	Student led unpacking of the standards daily, student friendly objectives, lesson plans checked, data chats, and weekly team meeting logs.	6/1/2015 monthly
G2.MA1	STAR Tier 3 students in math will complete progress monitoring testing weekly.	John, Linda	8/18/2014	STAR reports, monthly fluency data, benchmark assessment data	6/1/2015 weekly
G2.B2.S1.MA1	Data chats will be held focusing on STAR Tier 3 progress monitoring	John, Linda	8/18/2014	lesson plans, STAR reports, data meeting agenda	6/1/2015 weekly
G2.B2.S1.MA1	Principal and Assistant to Principal Walkthroughs to observe implementation	John, Linda	8/18/2014	MTSS fidelity paperwork, SSPs and iObservation	6/1/2015 monthly
G2.B1.S1.MA1	Principal, Assistant to the Principal Walkthroughs	John, Linda	8/18/2014	lesson plans, Deliberate Practice Plans, iObservation	6/1/2015 monthly
G2.B1.S1.MA1	Academic Leadership team walkthroughs	John, Linda	8/18/2014	Lesson plans, student engagement forms, iObservation, Deliberate Practice Plans, team meeting logs	6/1/2015 monthly
G3.MA1	Star Tier 3 students in reading will complete progress monitoring testing weekly	John, Linda	8/18/2014	STAR reports, monthly fluency data, benchmark assessment data	6/1/2015 weekly
G3.B2.S1.MA1	Principal, Assistant to the Principal	John, Linda	8/25/2014	lesson plans, Deliberate Practice Plan, iObservation	6/1/2015 weekly
G3.B2.S1.MA1	Principal, Assistant to Principal, and Academic Leadership Team walk-throughs	John, Linda	8/25/2014	student engagement feedback form	6/1/2015 weekly
G3.B3.S1.MA1	Data chats will be held focusing on STAR Tier 3 progress monitoring	John, Linda	8/18/2014	lesson plans, Star Reports, data meeting agenda	6/1/2015 weekly
G3.B3.S1.MA1	Principal and Assistant to Principal Walkthroughs to observe implementation	John, Linda	8/18/2014	MTSS fidelity paperwork, data chats, SSPs and iObservation	6/1/2015 monthly
G4.MA1	STAR Enterprise, benchmark assessments, monthly fluency and comprehension collection	John, Linda	8/25/2014	STAR reports, individual and class wide benchmark assessment data, school-wide fluency and comprehension data	6/1/2015 monthly
G4.B1.S1.MA1	Academic Leadership Team will complete walkthroughs for progress monitoring.	John, Linda	8/28/2014	Student-led unpacking of the standards, daily objectives, student data notebooks, and team planning logs.	6/1/2015 one-time
G4.B1.S1.MA1	Principal and Assistant to Principal will complete walk-throughs for progress monitoring using iObservation.	John, Linda	8/28/2014	Lesson plans, Deliberate Practice Plan, student engagement forms, and components of a model classroom.	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 Opportuntities

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

G1. Through an increase in rigor in math instruction, 4th - 6th achievement levels will show a 10% increase. 45.1% of 4th grade students, 42.9% of 5th grade students, and 11% of 6th grade students will score in the 50th percentile or higher as measured by the Spring 15 FSA in math.

G1.B1 Teachers understanding of the standards and how to use the test item specifications to plan with the end in mind.

G1.B1.S1 Academic Coach will work with teachers during data meetings to discuss standards, test specifications, and how to teach at the appropriate depth of knowledge for students to have a better understanding of the standards.

PD Opportunity 1

Student engagement through Kagan Cooperative Learning Strategies

Facilitator

Academic Leadership Team

Participants

all instructional staff

Schedule

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

PD Opportunity 2

Whole Brain Teaching

Facilitator

Ed Directors

Participants

all instructional staff

Schedule

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

G2. Through an increase of rigor in math instruction, we will increase the percentage of students earning a learning gain by 10% in 4th - 6th grades as measured by the Spring 15 FSA in math.

G2.B1 Teachers' ability to scaffold instruction for small groups using materials and resources provided.

G2.B1.S1 Academic Coach and Education Directors will work together to educate our staff on differentiated instruction and cooperative learning strategies.

PD Opportunity 1

Kagan Cooperative Learning Strategies

Facilitator

Principal and Education Directors

Participants

all instructional staff

Schedule

On 6/1/2015

G2.B2 School-wide commitment to the fidelity of the MTSS process.

G2.B2.S1 LEA administrator will provide professional development and subsequent support to instructional staff in regards to MTSS problem solving and goal setting.

PD Opportunity 1

Professional Development - Mastering MTSS & Problem Solving

Facilitator

LEA Administrator

Participants

classroom teachers

Schedule

On 8/4/2014

G3. Through an increase of rigor in reading instruction, we will increase the percentage of students earning a learning gain by 10% in 4th - 6th grades as measured by the Spring 15 FSA in ELA.

G3.B2 Teachers' ability to scaffold instruction for small groups.

G3.B2.S1 Teachers engage students with cooperative learning opportunities during differentiated small group instruction.

PD Opportunity 1

Learning with Leadership (video)

Facilitator

Principal

Participants

All teachers

Schedule

Monthly, from 9/2/2014 to 6/1/2015

PD Opportunity 2

Kagan Cooperative Learning

Facilitator

Academic Coach

Participants

All content area teachers

Schedule

Weekly, from 9/2/2014 to 6/1/2015

G3.B3 School-wide commitment to the fidelity of the MTSS process.

G3.B3.S1 LEA administrator will provide professional development and subsequent support to instructional staff in regards to MTSS problem solving and goal setting.

PD Opportunity 1

Professional Development - Mastering MTSS and Problem Solving

Facilitator

LEA Administrator

Participants

classroom teachers

Schedule

On 8/4/2014

G4. Through an increase in rigor in reading instruction, 4th - 6th achievement levels will show a 10% increase. 58.3% of 4th grade students, 70.4% of 5th grade students, and 41.8% of 6th grade will score in the 50th percentile or higher as measured by the Spring 15 FSA in ELA.

G4.B1 Teachers' understanding of the standards and how to use the Test Item Specifications to plan with the end in mind.

G4.B1.S1 Equip teachers with the knowledge of how to unpack the standards and participate in collaborative planning within subject, grade, and cross grade.

PD Opportunity 1

Team Planning Meeting logs to document unpacking of standards.

Facilitator

Academic Leadership Team

Participants

All content area teachers

Schedule

Weekly, from 9/2/2014 to 6/1/2015

PD Opportunity 2

Assistant to Principal will work with teachers on developing their Deliberate Practice Plan (DPP) goals.

Facilitator

Principal

Participants

All teachers

Schedule

Monthly, from 9/8/2014 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**