Midway Elementary School

2014-15 School Improvement Plan

Midway Elementary School

2368 BRISSON AVE, Sanford, FL 32771

http://www.scps.k12.fl.us/schools/schoolinfopage.cfm?schoolnumber=0301

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	Yes	80%

Alternative/ESE Center	Charter School	Minority
No	No	76%

School Grades History

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

School Board Approval

This plan was approved by the Seminole County School Board on 11/18/2014.

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
Focus	2	Wayne Green

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Our mission at Midway Elementary School of the Arts is to provide a positive academic and arts linked experience where all students reach their highest potential and become life long learners.

Provide the school's vision statement

Midway Elementary School of the Arts' vision is aligned with and supports the Seminole County Public Schools vision. We will be the premier school district in the State of Florida and will be recognized nationally for high standards, academic performance and offering students customized educational pathways 24/7/365.
? Every student will graduate from high school prepared for the future as a lifelong learner and a responsible citizen in a democratic society.
? All students and all schools will perform at the highest levels.
? There will be equitable facilities and opportunities for all students.
? The district's personnel will be highly qualified, diverse, innovative,enthusiastic, energetic, and dedicated
to the mission.

School Environment

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

During pre-planning all teachers participated in a training on cultural awareness using the Ruby Payne: Framework for Understanding Poverty. Throughout the year the Multi-cultural Committee will plan activities relative to the variety of ethnicities.

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

Committees from our Positive Behavior System, our school-wide behavior plan, meet monthly to plan, evaluate, and revise our before and after-school procedures to ensure student safety.

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

Our Positive Behavior Support (STAR) Program develops and implements school wide expectations and rules. A reward system is developed and taught to students and staff to encourage and model appropriate behavior. A consistent discipline referral process is developed and effective consequences are used to discourage inappropriate behavior. Data is used to track progress and identify target areas for intervention.

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

Guidance counseling, mentoring, and social interventions are provided by staff members to selected students on an as-needed basis. The district and community support services are also available to our student population.

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

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
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

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

To increase the percent of parents registered for the Skyward Parent Portal.
To increase the percent of parents involved in their child's education by attending curriculum nights throughout the school year.
To increase the percent of parents involved in their child's eductation by committing to a parent/ teacher conference.

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

Principal meets monthly with community members. The Family Liasion coordinates and implements program for parent involvement. Our business partnerships provide resources to support the school and student achievement.

Effective Leadership

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

School Leadership Team

Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Nathan, Ron	Principal
Taricano, Jane	Assistant Principal

Duties

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

Ron Nathan-Principal
Demonstrates personal and professional behaviors consistent with quality practices in education. Achieves results on the school's student learning goals. Demonstrates that student learning is the top priority through leadership actions that build and support a learning organization focused on student success. Collaboratively develops and implements an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments. Recruits, retains and develops an effective and diverse faculty and staff. Structures and monitors a school learning environment that improves learning for all of Florida's diverse student population and addressing strategies to minimize and/or eliminate achievement gaps. Employs and monitors a decision-making process that is based on vision, mission and improvement priorities using facts and data. Actively cultivates, supports, and develops other leaders within the organization.
Jane Taricano-Assistant Principal
My responsibilities as Midway's assistant principal include, but are not limited to:teacher evaluation, scheduling, discipline, curriculum and instruction. As a member of the Grade Level PLCs and MTSS Team, I work in conjunction with the teachers to strengthen instructional best practices, focus on the unpacking and implementation of the Florida Standards, desegregate student data to drive instruction, monitor lessons and lesson plans to ensure that the needs of our students are met. As an instructional leader, collaboration and shared decision making are fluid processes which help teachers and staff embrace ownership of our students goals and futures.

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

1. The MTSS team determines the needs of students based on ongoing data collection. The process is a multi-step process that is fluid. Step 1, is a parent conference is held with the parent and teacher to discuss academic or behavioral performance on grade appropriate standards and benchmarks.

Step 2, requires making a referral to the school counselor of teacher and parent concerns. Step 3, a MTSS team meeting is held to review the core data. At that meeting the team determines the area of deficit and creates an intervention plan to build the students skills. Step 4, the interventions are put into action and appropriate data is collected on a regular basis. Step 5, the team meets 4-6 weeks later and reviews the progress of the student in the intervention groups.

Title I - Part A: Midway Elementary is a Title I school. We received money for the 2012-13 school year to spend on school improvement goals. This year, Title I dollars will be utilized in part to fund intervention classes that will be providing intensive academic assistance during the day. Funds are also used to hire additional support personnel along with after school tutoring opportunites for our students. Midway Elementary follows Title I protocol to ensure all required documentation is met throughout the academic school year.

Title I - Part C: Midway Elementary does not receive Title I Part C dollars.

Title I - Part D: Midway Elementary does not receive Title I Part D dollars.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Ron Nathan	Principal
Tammy Ceynowa	Parent
Heidi Caragan	Teacher
John Coleman	Business/Community
William Richardson	Teacher
Lindsay Hicks	Teacher
Brian Bochenek	Education Support Employee
Kechia Croom	Parent
Marlon Hooks	Parent
Lindsay Hurdock	Parent
Christine Savage	Parent
Stephanie Fernandez	Parent
Laura Ballard	Parent
John Abbott	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

SAC members examined achievement data, reviewed the various programs offered to students in the area of math, reading, science and writing.

Development of this school improvement plan

SAC works with the principal to break down FCAT data and other student performance data to identify
strengths, areas of focus, and the development of the action plan. After we received our 2013-14

FCAT data, the findings are presented to SAC. Areas identified as significant need of support were Writing Proficiency, Lowest Quartile in Reading, and Lowest Quartile in Math as well as Science.

Preparation of the school's annual budget and plan

In the first meeting of the school year, the SAC developed the annual budget and planned use of all funds.

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

SAC provided funds for student planners and awards incentives. SAC also provided funds for the Reading Resource Room (14-15 school year).

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
Nathan, Ron	Principal
Taricano, Jane	Assistant Principal
Battreal, Vanessa	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

Determine the areas of weakness based on FCAT, Reading, Math, Writing, DE Progress Monitors, and other school-wide assessments in the school. Based on the analysis of these scores, the team will develop school-wide goals with major initiative being to guide teachers into the refinement stages of the reading process and assist with implementing the new Reading Street Series materials and continue with the Go Math! series.

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

A variety of strategies are used to encourage positive working relationships between teachers at Midway Elementary School of the Arts. Grade levels conduct weekly PLC's to
focus on collaborative planning and standards-based instruction. A leadership team representative attends and supports the PLC's. We in the process of finalizing data meetings in order to disaggregate data and continue the collaboration process. Staff meetings are held monthly, and professional development activities are held on Wednesdays. In addition, grade level teams focus on a specific, instructional strategy during the Deliberate Practice process. They work
together to practice and refine this instructional strategy. Midway supports new teachers through the

Mentor/Mentee program. Mentees receive support from a certified teacher through this program. Teachers who are new to Midway meet regularly, with their mentor, to learn about our school and ask questions as necessary.

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

Seminole County Public Schools is always looking for highly qualified, certified teachers to teach our students. The method of recruitment is defined based on the need. Seminole County Public Schools reputation of being an "A" school district brings to us thousands of highly qualified applicants. One of our recruitment strategies is our partnership with State and private colleges and universities. We welcome university and college interns and field study students to our district not only from the State of Florida university system but also out of State. Annually our district participates in many university job fairs and minority and veteran job fairs. This year we have gone out of the United States and are bringing on board a few teachers from Spain to teach the dual language classes.
The district supports all teachers but especially new teachers with mentoring programs. We also provide in-services and workshops. New teachers with zero years of experience are assigned a one on one mentor. This support is provided beyond the first year.

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

Our school has a school-wide mentor who works with administration to coordinate all mentoring activities on our campus. This school-wide mentor was trained by our county's new teacher facilitator and given materials and agendas to support the new teachers during this school year. Before school began, our new teachers spent a day with our school-wide mentor, were given a campus tour and oriented to important procedures and policies. Once school begins, these new teachers meet regularly with the mentor(s) who best fit(s) their needs and follow an agenda of recommended topics that are appropriate for each teacher's given assingment. Whether the new teacher is working with a school-wide mentor, peer teacher, or alternative certification mentor, he or she is working with an individual who has been trained by our county to support the teacher's various needs. Each of these mentor roles are improved each year based on the feedback from our new teachers the year before.

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 curricula of Seminole County Public Schools are comprehensive systems employing research-based best-practices, rigorous content, and instructional materials organized in comprehensive instructional plans. Delivery modes and methods require explicit differentiated instruction to the depth of the Florida Standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Midway uses a data-driven approach to differentiated instruction in order to meet the diverse needs of our students. During the first weeks of school, all students are given baseline assessments

in Reading, Math, Writing, and Science. The data provided from these assessments will be used to differentiate instruction based on specific needs. After the initial assessment, teachers will give weekly formative assessments to track students' growth based on specific standards-based learning targets. In addition, summative assessments will be given at the end of each unit to track students' achievement relative to the standards-based learning goal. Small reading and math groups will address students' needs based on grade level expectations. Students who are performing below grade level proficiency will receive intervention specific to their needs. These students will be progress monitored on a regular basis, and groups will be fluid based on student needs. The additional hour will also be used to assist students having difficulty attaining proficiency or advanced levels on state assessments. Grade levels will meet often to review, discuss, and take action on current student data. Instruction will be modified based on student data. For example, if students display proficiency on a pre-assessment, the teacher will modify the instructional plan to address the standards at an advanced

level. Students who do not display proficiency will be addressed in small groups and during intervention. In addition, if students display deficits, the instructional plan will be modified to address foundational learning targets. Students who are proficient will receive advanced instruction in small groups.

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: 10,800

Teachers and support staff, such as paraprofessional, special area teachers, and resource teachers will provide instruction using the districts core content curriculum. The computer programs are iReady Math and Reading, I-Station, Reading Counts and Xtra Math.

Strategy Rationale

The rationale is to provide additional core instruction across the content areas.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Nathan, Ron, ron_nathan@scps.k12.fl.us

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

Discovery Education Data, Discovery Education Probes, Common Assessments, and iReady Data is collected and analyzed to determine student progress.

Strategy: Weekend Program
Minutes added to school year: 2,520

Tiered and enrichment students are offered Saturday Tutorial (2.0 hours of instruction).

Strategy Rationale

The rationale is to provide additional core instruction across the content areas.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Nathan, Ron, ron_nathan@scps.k12.fl.us

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

Discovery Education Data, Discovery Education Probes, Common Assessments and iReady data is collected and analyzed to determine student progress.

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

Students in the Voluntary Pre-K (VPK) Program visit the kindergarten classrooms at the end of the school year to learn about kindergarten expectations. During the summer, students entering kindergarten in selected Title I Schools can attend Kinder Camp to help prepare them for success in kindergarten. Schools offer an Open House before school starts and kindergarten teachers are available for individual conferences.

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.   To increase the percent of student engagement through the use of high yield instructional strategies and differentiation

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. To increase the percent of student engagement through the use of high yield instructional strategies and differentiation `1a`

🔑 G056043

Targets Supported `1b`

Indicator	Annual Target

Resources Available to Support the Goal `2`

- Two Reading Coaches : Reading Intervention Teacher : Two ELL Teachers : Five Paraprofessionals : Two SLD Teachers : Differentiated Accountability Team : Guidance Counselor and Behavior Teacher Support

Targeted Barriers to Achieving the Goal `3`

- A need for quality instruction and differentiated instruction aligned to the standards

Plan to Monitor Progress Toward G1. `8`

To increase the percent of accountability group students achieving proficiency and making learning gains on the 2015 FSA Reading. To increase the percent of students in lowest quartile making learning gains on the 2015 FSA Reading

Person Responsible

Ron Nathan

Schedule

Weekly, from 8/11/2014 to 5/8/2015

Evidence of Completion

Benchmark assessments : Unit EOY weekly assessments : PMAs : Student data binders : FCAT 2014 2.0 assessment : Minutes from PLC PD

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. To increase the percent of student engagement through the use of high yield instructional strategies and differentiation [1]

🔑 G056043

G1.B1 A need for quality instruction and differentiated instruction aligned to the standards [2]

🔑 B141354

G1.B1.S1 Design and deliver PD in quality instruction, Data-based problem solving, and Data-driven differentiated instruction and tasks. [4]

🔑 S153650

Strategy Rationale

Action Step 1 [5]

Design and deliver Professional Development in quality instruction, Data-based problem solving, and Data-driven differentiated instruction and tasks.

Person Responsible

Ron Nathan

Schedule

Monthly, from 7/31/2014 to 5/27/2015

Evidence of Completion

Ongoing Progress Monitoring Assessments, PD Plan, materials, Agenda, and sign-in sheets

Action Step 2 `5`

All teachers will be trained on the Gradual Release Model.

Person Responsible

Ron Nathan

Schedule

Monthly, from 8/4/2014 to 5/27/2015

Evidence of Completion

Ongoing Progress Monitoring Assessments, Observations, PD Plan, materials, Agenda, and sign-in sheets

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

Design and deliver PD in quality instruction, Data-based problem solving, and Data-driven differentiated instruction and tasks.

Person Responsible

Ron Nathan

Schedule

Monthly, from 7/30/2014 to 5/27/2015

Evidence of Completion

Data notebooks, analysis and individual teacher PD plans

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

Design and deliver PD in quality instruction, Data-based problem solving, and Data-driven differentiated instruction and tasks.

Person Responsible

Ron Nathan

Schedule

Monthly, from 7/30/2014 to 5/27/2015

Evidence of Completion

Coaches' logs, student learning gains data, common core assessments, student progress monitoring data, minutes from grade-level PLCs, Discovery Education and iReady data.

G1.B1.S2 Design and implement ongoing support for teachers through structured PLCs. `4`

S153651

Strategy Rationale

Action Step 1 `5`

Design and implement ongoing support for teachers through structured PLCs and Professional Development.

Person Responsible

Ron Nathan

Schedule

Weekly, from 7/31/2014 to 5/29/2015

Evidence of Completion

Ongoing Progress Monitoring Assessments, PD Plan, materials, Agenda, and sign-in sheets

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

Design and implement ongoing support for teachers through structured PLCs.

Person Responsible

Schedule

Evidence of Completion

PLC minutes, student data, instruction and intervention plans

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

Design and implement ongoing support for teachers through structured PLCs.

Person Responsible

Schedule

Evidence of Completion

PLC meeting minutes : Student progress monitoring data

G1.B1.S3 Develop master calendar for data collection in Standards-based instruction, and Data-driven differentiated instruction and tasks. 4

🔑 S153652

Strategy Rationale

Action Step 1 5

Develop master calendar for data collection in Standards-based instruction, and Data-driven differentiated instruction and tasks.

Person Responsible

Jane Taricano

Schedule

Monthly, from 7/21/2014 to 5/29/2015

Evidence of Completion

Calendar : Master Schedule : Data Collection Instruments

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Develop master calendar for data collection in Standards-based instruction, and Data-driven differentiated instruction and tasks.

Person Responsible

Schedule

Evidence of Completion

Observations : Grade-Level Meetings : Data Sheets : Leadership Team Problem Solving Minutes

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 `7`

Develop master calendar for data collection in Standards-based instruction, and Data-driven differentiated instruction and tasks

Person Responsible

Schedule

Evidence of Completion

PLC meeting minutes : iObservation (Administration) : Student progress monitoring data : Schedule of observations : Data meetings

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	Design and deliver Professional Development in quality instruction, Data-based problem solving, and Data-driven differentiated instruction and tasks.	Nathan, Ron	7/31/2014	Ongoing Progress Monitoring Assessments, PD Plan, materials, Agenda, and sign-in sheets	5/27/2015 monthly
G1.B1.S2.A1	Design and implement ongoing support for teachers through structured PLCs and Professional Development.	Nathan, Ron	7/31/2014	Ongoing Progress Monitoring Assessments, PD Plan, materials, Agenda, and sign-in sheets	5/29/2015 weekly
G1.B1.S3.A1	Develop master calendar for data collection in Standards-based instruction, and Data-driven differentiated instruction and tasks.	Taricano, Jane	7/21/2014	Calendar : Master Schedule : Data Collection Instruments	5/29/2015 monthly
G1.B1.S1.A2	All teachers will be trained on the Gradual Release Model.	Nathan, Ron	8/4/2014	Ongoing Progress Monitoring Assessments, Observations, PD Plan, materials, Agenda, and sign-in sheets	5/27/2015 monthly
G1.MA1	To increase the percent of accountability group students achieving proficiency and making learning gains on the 2015 FSA Reading. To increase the percent of students in lowest quartile making learning gains on the 2015 FSA Reading	Nathan, Ron	8/11/2014	Benchmark assessments : Unit EOY weekly assessments : PMAs : Student data binders : FCAT 2014 2.0 assessment : Minutes from PLC PD	5/8/2015 weekly
G1.B1.S1.MA1	Design and deliver PD in quality instruction, Data-based problem solving, and Data-driven differentiated instruction and tasks.	Nathan, Ron	7/30/2014	Coaches' logs, student learning gains data, common core assessments, student progress monitoring data, minutes from grade-level PLCs, Discovery Education and iReady data.	5/27/2015 monthly
G1.B1.S1.MA1	Design and deliver PD in quality instruction, Data-based problem solving, and Data-driven differentiated instruction and tasks.	Nathan, Ron	7/30/2014	Data notebooks, analysis and individual teacher PD plans	5/27/2015 monthly
G1.B1.S2.MA1	Design and implement ongoing support for teachers through structured PLCs.		PLC meeting minutes : Student	once	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
			progress monitoring data		
G1.B1.S2.MA1	Design and implement ongoing support for teachers through structured PLCs.		PLC minutes, student data, instruction and intervention plans	once	
G1.B1.S3.MA1	Develop master calendar for data collection in Standards-based instruction, and Data-driven differentiated instruction and tasks		PLC meeting minutes : iObservation (Administration) : Student progress monitoring data : Schedule of observations : Data meetings	once	
G1.B1.S3.MA1	Develop master calendar for data collection in Standards-based instruction, and Data-driven differentiated instruction and tasks.		Observations : Grade-Level Meetings : Data Sheets : Leadership Team Problem Solving Minutes	once	

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportuntities

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

G1. To increase the percent of student engagement through the use of high yield instructional strategies and differentiation

G1.B1 A need for quality instruction and differentiated instruction aligned to the standards

G1.B1.S1 Design and deliver PD in quality instruction, Data-based problem solving, and Data-driven differentiated instruction and tasks.

PD Opportunity 1

Design and deliver Professional Development in quality instruction, Data-based problem solving, and Data-driven differentiated instruction and tasks.

Facilitator

Instructional Coaches

Participants

Classroom Teachers

Schedule

Monthly, from 7/31/2014 to 5/27/2015

G1.B1.S2 Design and implement ongoing support for teachers through structured PLCs.

PD Opportunity 1

Design and implement ongoing support for teachers through structured PLCs and Professional Development.

Facilitator

Instructional Coaches District Facilitator

Participants

Classroom Teachers

Schedule

Weekly, from 7/31/2014 to 5/29/2015

Technical Assistance Items

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

G1. To increase the percent of student engagement through the use of high yield instructional strategies and differentiation

G1.B1 A need for quality instruction and differentiated instruction aligned to the standards

G1.B1.S1 Design and deliver PD in quality instruction, Data-based problem solving, and Data-driven differentiated instruction and tasks.

PD Opportunity 1

All teachers will be trained on the Gradual Release Model.

Facilitator

Kimberlee Hayward

Participants

Classroom Teachers and Special Area Teachers

Schedule

Monthly, from 8/4/2014 to 5/27/2015

Budget Rollup

Summary	
Description	**Total**
Goal 1: To increase the percent of student engagement through the use of high yield instructional strategies and differentiation	15,000
Grand Total	**15,000**

Goal 1: To increase the percent of student engagement through the use of high yield instructional strategies and differentiation		
Description	**Source**	**Total**
B1.S1.A1 - Notes	General Fund	10,000
B1.S2.A1 - Notes	Title I Part A	5,000
Total Goal 1		**15,000**