

The School Board of Highlands County

Lake Placid Elementary School



2015-16 School Improvement Plan

Lake Placid Elementary School

101 GREEN DRAGON DR, Lake Placid, FL 33852

<http://www.highlands.k12.fl.us/~lpe/>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	81%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	61%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	C	B	A

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

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

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	15
Goals Summary	15
Goals Detail	15
Action Plan for Improvement	20
Appendix 1: Implementation Timeline	26
Appendix 2: Professional Development and Technical Assistance Outlines	27
Professional Development Opportunities	28
Technical Assistance Items	29
Appendix 3: Budget to Support Goals	0

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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	4	Jim Browder
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

As a community of leaders, we will inspire young minds to embrace their worth and reach their full potential. We will L.E.A.D.
Love learning,
Excel in all we do,
Achieve goals together,
Do what is right.

Provide the school's vision statement

Leading Proactively by Example

School Environment

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

School hosts an annual Open House prior to the start of school for teachers to meet parents and students. The school also holds multiple events throughout the year which encourage parent participation. Teachers may choose to use Student and Parent Interest inventories to gain knowledge of student background and develop relationships between teachers and students.

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

School-wide implementation of Leader in Me is fostering an environment where students feel safe and respected before, during and after school. Students are supervised prior to the start of the school day and upon dismissal to ensure safety. Periodic evacuation drills for all areas of emergency are conducted to help students feel safe and prepared for emergencies.

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

School wide discipline procedures are in place to ensure clear behavioral expectations and protocol for disciplinary incidents. Training was provided to all staff prior to the start of the school year to ensure consistency in implementation of disciplinary procedures. Procedures were also reviewed with all students through grade level assemblies during the first three weeks of school.

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

Eligible students identified as needing counseling are provided on-site counseling through the student services department.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/188679>.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The school PTO and SAC groups work collaboratively to secure resources to support school and student achievement. Monthly meetings are scheduled and conducted that highlight progress towards goals and allow input from stakeholders throughout the year.

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:

Name	Title
Conner, Carey	Principal
Summers , Andrea	Assistant Principal
Halpern, Michael	Assistant Principal
Sherley, Laura	Instructional Coach
Addison , Toia	Teacher, K-12
Simmons, Jennifer	Instructional Coach
Rose , Samantha	Teacher, K-12
Richmond, Michelle	Teacher, K-12
Cochran, Julia	Teacher, K-12
Cole , Kristine	Teacher, K-12
Devine, Lisa	Teacher, K-12
Cooper , Carolyn	Teacher, PreK

Duties

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

The Leadership Team met to analyze school wide and grade-level data to identify student achievement and behavior trends. The Core MTSS team members analyzed disaggregated data in order to identify trends and groups in need of intervention. Data review plans, supports, and

instructional focus calendars are being generated as a result of these meetings. Data-based decision making rules and procedures were developed. Processes to ensure intervention fidelity continue to be developed. The school improvement plan will be shared with all major stakeholders including the School Advisory Council (SAC), parents, and teachers..

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

Members of the MTSS team will meet to review the previous year's data to identify students in each tier so the current teacher could be notified of the students receiving Tier 2 & 3 interventions. The MTSS team will meet weekly with the school psychologist and individual classroom teachers. The purpose of these meetings is to review student performance, success of intervention, and make further instructional decisions. The MTSS team members will work with grade level teams to assist them in analyzing grade level and class data in order to determine the effectiveness of core instruction.

Title I, Part A: Provides funds to all district elementary schools and one middle school in a school-wide project format, to target academic assistance to all students, professional development for teachers, and parent involvement activities. Monies also provide resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney Vento Act to eliminate barriers for a free and appropriate education.

Title I, Part C- Migrant: Provides services to migrant students (Pre-K-12th grade) and their families. The primary goal of the Migrant Program is to improve academic performance of migrant students, and provide health/guidance services to them. The Migrant Early Childhood Program serves 4 year old children in a full-time preschool program, focusing on readiness activities. Parent involvement and education is an integral part of the Migrant Program.

Title I, Part D: Provides services to children who are delinquent or neglected.

Title II: Provides for teacher professional development and supports all teachers and paraprofessionals to be highly qualified.

Title III: Supports activities to assist students in becoming proficient in English, supports teacher professional development in ELL strategies, and parent involvement./education.

Title X Homeless: Student Services coordinates with Title I, Part A to provide resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI): SAI funds will be coordinated with Title I funds to provide Summer Reading Camp for students that score a Level 1 on FCAT.

Violence Prevention Program: The district offers a non-violence and anti-drug program to students that incorporates field trips, community service, drug tests, and counseling.

Nutrition Programs: District Food Service Department provides services in summer for breakfast and lunch for all schools and the community.

Career and Technical Education: Proposals are submitted annually to enhance selected Vocational Programs for regular, disadvantaged, and handicapped students in grades 7-12. Title VI supports the operations of the Career Academy by providing professional development and resources for progress monitoring.

Job Training: A partnership with the city will provide students with a job skills program that will allow students the opportunity to learn how to create a resume, dress for success, and perform well during a job interview.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Laurie Glover	Education Support Employee
Martha Acevedo	Education Support Employee
Michelle Richmond	Teacher
Kristine Cole	Teacher
Jennifer Simmons	Teacher
Constance Mims	Parent
Yvette Alvarez	Parent
Pamela Fentress	Parent
Michael Halpern	Parent
Andrea Summers	Parent
Toia Addison	Teacher
Samantha Rose	Teacher
Lourdes Velazquez	Parent
Jennifer Awad	Parent
Joy Hines	Parent
Christine Lopez	Parent
Jennifer Nelson	Parent
Carey Conner	Principal

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 to review School Improvement Plan goals and data for 2014-2015 at first quarterly meeting.

Development of this school improvement plan

Along with the Curriculum Leadership Team the SAC members assist with the development, monitoring, and evaluation of the school improvement plan. Each team member is assigned to a specific content area or other area in which goals are developed to provide support and assistance.

Preparation of the school's annual budget and plan

SAC reviews annual budget as set by district office for each school.

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

School improvement funds were used to support student growth and achievement.

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:

Name	Title
Conner, Carey	Principal
Summers , Andrea	Assistant Principal
Halpern, Michael	Assistant Principal
Simmons, Jennifer	Instructional Coach
Sherley, Laura	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The goal of the LLT for the 2015-16 school year is to support the school wide implementation of the Florida Standards, plan staff development for training teachers in the shift from writing complete essays to writing to sources, share ways to integrate complex text, and to provide time for grade levels to meet to unpack Florida Standards with a specific focus on instructional implications, and alignment of resources.

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

Grade level teams meet weekly for collaboration and common planning. Monthly Learning Goal Collaboration meetings are held to provide vertical and horizontal articulation and training for all staff. Instructional coaches provide ongoing strategic support based on teacher needs.

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

Lake Placid Elementary recruits highly qualified teachers through the efforts of the Human Resources Department. On the job posting website, the department indicates whether or not a teacher candidate is highly qualified. Whenever teachers are interviewed, highly qualified teachers are selected whenever possible.

Additionally, LPE encourages internships from local colleges and universities so that potential teacher candidates are trained under the school's highly qualified teachers through their internship. As positions become available, we hope to hire previous successful interns.

New teachers that are hired at LPE receive monthly training provided by the Literacy Curriculum Resource Teachers and the administration to support the implementation of best practices. Each grade level team meets weekly to plan instruction, analyze data, and share best practices.

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

When a first year teacher is hired at Lake Placid Elementary, they are immediately assigned a mentor that has received Clinical Educator training or Mentor Training. These assignments are typically based on grade level. The 2015-2016 brought many new teachers to LPE with a range of experience from veteran teachers to first year/non-education trained professionals. Each new teacher has been assigned a mentor to complement multiple layers of additional support provided.

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

All core content areas are instructed using a school-wide pacing guide directly aligned to Florida Standards for each grade level.

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

All students K-5 participate in diagnostic assessment for ELA and Math through i-Ready online testing which generates reports and lessons to target instruction based on students' individual levels. Flexible skill groups are instructed based on review of student progress and diagnostics throughout the year.

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:

Strategy Rationale

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

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

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

Lake Placid Elementary invites all pre-schools in the area to visit the school in May before Kindergarten registration. The following activities are provided for the students: school/bus safety, kindergarten class activities, and a tour of the school provided by our fifth grade ambassadors. Registration packets are given to the daycares in attendance and include a supply list, academic standards, and tips for parents to prepare their children for kindergarten. Pre-registration is held in May for two days, with one day extending into evening hours. The Data Operator communicates with parents prior to registration the required documents required to officially register a student. Parent Orientation Night was provided the Monday before the start of school to enable students to come see their new classroom and to meet their new teacher.

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

.

Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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.** The school will use results of assessments to improve individual student performance and also to improve the instructional program.
- G2.** All instructional staff will have adequate and aligned materials and instructional planning time to support the school's purpose and direction.
- G3.** Teachers will engage in professional development that includes self-assessment, peer observation, mentoring and coaching, and is aligned, sustained, and focused with time to practice and implement.
- G4.** The school will monitor student progress and provide supports necessary to improve student behavior.

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. The school will use results of assessments to improve individual student performance and also to improve the instructional program. 1a

G068768

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains District Assessment	60.0

Resources Available to Support the Goal 2

- iReady LAFS
- District Provided Pacing Guides for ELA
- Professional Development focused on Ambitious Instruction

Targeted Barriers to Achieving the Goal 3

- Students lack foundational skills in ELA to read and comprehend complex text.

Plan to Monitor Progress Toward G1. 8

iReady Diagnostic Data, LAFS Unit Tests, LAFS Weekly Tests, AIMSweb Fluency Probing

Person Responsible

Carey Conner

Schedule

Quarterly, from 8/19/2015 to 6/1/2016

Evidence of Completion

Progress Monitoring meeting notes.

G2. All instructional staff will have adequate and aligned materials and instructional planning time to support the school's purpose and direction. 1a

G068769

Targets Supported 1b

Indicator	Annual Target
Effective+ Administrators	3.0

Resources Available to Support the Goal 2

- Schedules
- Curriculum

Targeted Barriers to Achieving the Goal 3

- Number of teachers per grade

Plan to Monitor Progress Toward G2. 8

We will know all teachers are actively participating in common instructional planning time when number of teachers receiving rating of Effective or Highly Effective in Planning and Preparation Domain increases.

Person Responsible

Carey Conner

Schedule

Annually, from 8/19/2015 to 6/1/2016

Evidence of Completion

Lesson Plans, Informal Observation, and Formal Evaluation Data

G3. Teachers will engage in professional development that includes self-assessment, peer observation, mentoring and coaching, and is aligned, sustained, and focused with time to practice and implement. 1a

G068770

Targets Supported 1b

Indicator	Annual Target
Effective+ Teachers (Performance Rating)	80.0

Resources Available to Support the Goal 2

- Common planning time at all grade levels.
- Monthly planned professional development sessions.
- Two Literacy Curriculum Resource Teachers.

Targeted Barriers to Achieving the Goal 3

- Lack of implementation of strategies learned in Professional Development sessions.

Plan to Monitor Progress Toward G3. 8

Sign in sheets from Professional Development sessions provided will be collected to determine teacher participation in PD sessions.

Person Responsible

Andrea Summers

Schedule

Annually, from 9/24/2015 to 6/1/2016

Evidence of Completion

Collection of ERO data.

G4. The school will monitor student progress and provide supports necessary to improve student behavior.

1a

G068771

Targets Supported 1b

Indicator	Annual Target
2+ Behavior Referrals	20.0

Resources Available to Support the Goal 2

- Leader in Me Implementation
- Leadership Instruction

Targeted Barriers to Achieving the Goal 3

- Inconsistency in school-wide procedures

Plan to Monitor Progress Toward G4. 8

We will know that student behavior has improved if number of students receiving 2 or more discipline referrals decreases.

Person Responsible

Michael Halpern

Schedule

Annually, from 8/19/2015 to 6/1/2016

Evidence of Completion

Student Discipline Report

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. The school will use results of assessments to improve individual student performance and also to improve the instructional program. **1**

 G068768

G1.B1 Students lack foundational skills in ELA to read and comprehend complex text. **2**

 B178634

G1.B1.S1 Students identified as lacking prerequisite skills will receive targeted instruction, focusing on the areas of deficiency. **4**

 S190030

Strategy Rationale

Students lack foundational skills and strategies for decoding and comprehending complex text.

Action Step 1 **5**

Provide small group instruction in area of deficiency

Person Responsible

Jennifer Simmons

Schedule

Daily, from 8/19/2015 to 6/1/2016

Evidence of Completion

Lesson Plans, iReady Reports

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

Progress Monitoring

Person Responsible

Carey Conner

Schedule

Quarterly, from 8/19/2015 to 6/1/2016

Evidence of Completion

Tracking forms, Progress Monitoring Data

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

We will know that students are mastering foundational skills to read and comprehend complex text based on results of iReady data.

Person Responsible

Carey Conner

Schedule

Quarterly, from 8/19/2015 to 6/1/2016

Evidence of Completion

The progress monitoring team will review classroom data with the teacher quarterly.

G2. All instructional staff will have adequate and aligned materials and instructional planning time to support the school's purpose and direction. 1

G068769

G2.B1 Number of teachers per grade 2

B178636

G2.B1.S1 Redesign master schedule to provide common planning time regardless of number of teachers on grade level. 4

S190031

Strategy Rationale

Common instructional planning time allows all teachers on a grade level to collaborative towards supporting the school's purpose and direction.

Action Step 1 5

Weekly grade level instructional planning sessions will be held during common planning time.

Person Responsible

Andrea Summers

Schedule

Weekly, from 8/19/2015 to 6/1/2016

Evidence of Completion

Grade Level Planning Meeting Notes

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

Administrative team will attend weekly meetings.

Person Responsible

Carey Conner

Schedule

Weekly, from 8/19/2015 to 6/1/2016

Evidence of Completion

Administrative Calendar

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

Administration will observe changes in practice that support the school's purpose and direction.

Person Responsible

Carey Conner

Schedule

Monthly, from 8/19/2015 to 6/1/2016

Evidence of Completion

Lesson plans, Administrative Feedback notes

G3. Teachers will engage in professional development that includes self-assessment, peer observation, mentoring and coaching, and is aligned, sustained, and focused with time to practice and implement. 1

 G068770

G3.B2 Lack of implementation of strategies learned in Professional Development sessions. 2

 B178639

G3.B2.S1 Accountability plan for implementation of strategies learned in Professional Development Sessions. 4

 S190032

Strategy Rationale

Teachers will be more likely to implement changes to practice with specific accountability requirements.

Action Step 1 5

Teachers will reflect on practice after implementing strategies learned in Professional Development.

Person Responsible

Laura Sherley

Schedule

Every 2 Months, from 9/24/2015 to 3/24/2016

Evidence of Completion

Reflection guide completed by teachers.

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

Administration will review reflection guide and observe implementation of strategies in classroom.

Person Responsible

Carey Conner

Schedule

Weekly, from 9/24/2015 to 6/1/2016

Evidence of Completion

Administrative feedback from classroom visits, Informal Observations, and Formal Observations.

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

Administrators and LCRTs will observe changes in practice based on strategies introduced during Professional Development.

Person Responsible

Carey Conner

Schedule

Monthly, from 9/24/2015 to 6/1/2016

Evidence of Completion

Administrative and LCRT feedback from classroom visits, Informal Observations, and Formal Observations.

G4. The school will monitor student progress and provide supports necessary to improve student behavior. 1

G068771

G4.B1 Inconsistency in school-wide procedures 2

B178640

G4.B1.S1 Implementation of school-wide discipline plan. 4

S190033

Strategy Rationale

Consistent expectation and consequences throughout grade levels and school will decrease referable offenses.

Action Step 1 5

Development of school-wide rules.

Person Responsible

Michael Halpern

Schedule

On 6/1/2016

Evidence of Completion

Published and shared school-wide rules.

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

Discipline Committee will share progress towards implementation.

Person Responsible

Michael Halpern

Schedule

Quarterly, from 8/19/2015 to 6/1/2016

Evidence of Completion

Discipline Committee Agenda and Notes

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

Discipline data will be analyzed by Administrative Team.

Person Responsible

Michael Halpern

Schedule

Monthly, from 8/19/2015 to 6/1/2016

Evidence of Completion

Administrative Meeting Notes

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	Provide small group instruction in area of deficiency	Simmons, Jennifer	8/19/2015	Lesson Plans, iReady Reports	6/1/2016 daily
G2.B1.S1.A1	Weekly grade level instructional planning sessions will be held during common planning time.	Summers , Andrea	8/19/2015	Grade Level Planning Meeting Notes	6/1/2016 weekly
G3.B2.S1.A1	Teachers will reflect on practice after implementing strategies learned in Professional Development.	Sherley, Laura	9/24/2015	Reflection guide completed by teachers.	3/24/2016 every-2-months
G4.B1.S1.A1	Development of school-wide rules.	Halpern, Michael	8/19/2015	Published and shared school-wide rules.	6/1/2016 one-time
G1.MA1	iReady Diagnostic Data, LAFS Unit Tests, LAFS Weekly Tests, AIMSweb Fluency Probing	Conner, Carey	8/19/2015	Progress Monitoring meeting notes.	6/1/2016 quarterly
G1.B1.S1.MA1	We will know that students are mastering foundational skills to read and comprehend complex text based on results of iReady data.	Conner, Carey	8/19/2015	The progress monitoring team will review classroom data with the teacher quarterly.	6/1/2016 quarterly
G1.B1.S1.MA1	Progress Monitoring	Conner, Carey	8/19/2015	Tracking forms, Progress Monitoring Data	6/1/2016 quarterly
G2.MA1	We will know all teachers are actively participating in common instructional planning time when number of teachers receiving rating of Effective or Highly Effective in Planning and Preparation Domain increases.	Conner, Carey	8/19/2015	Lesson Plans, Informal Observation, and Formal Evaluation Data	6/1/2016 annually
G2.B1.S1.MA1	Administration will observe changes in practice that support the school's purpose and direction.	Conner, Carey	8/19/2015	Lesson plans, Administrative Feedback notes	6/1/2016 monthly
G2.B1.S1.MA1	Administrative team will attend weekly meetings.	Conner, Carey	8/19/2015	Administrative Calendar	6/1/2016 weekly
G3.MA1	Sign in sheets from Professional Development sessions provided will be collected to determine teacher participation in PD sessions.	Summers , Andrea	9/24/2015	Collection of ERO data.	6/1/2016 annually
G3.B2.S1.MA1	Administrators and LCRTs will observe changes in practice based on	Conner, Carey	9/24/2015	Administrative and LCRT feedback from classroom visits, Informal	6/1/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	strategies introduced during Professional Development.			Observations, and Formal Observations.	
G3.B2.S1.MA1	Administration will review reflection guide and observe implementation of strategies in classroom.	Conner, Carey	9/24/2015	Administrative feedback from classroom visits, Informal Observations, and Formal Observations.	6/1/2016 weekly
G4.MA1	We will know that student behavior has improved if number of students receiving 2 or more discipline referrals decreases.	Halpern, Michael	8/19/2015	Student Discipline Report	6/1/2016 annually
G4.B1.S1.MA1	Discipline data will be analyzed by Administrative Team.	Halpern, Michael	8/19/2015	Administrative Meeting Notes	6/1/2016 monthly
G4.B1.S1.MA1	Discipline Committee will share progress towards implementation.	Halpern, Michael	8/19/2015	Discipline Committee Agenda and Notes	6/1/2016 quarterly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G3. Teachers will engage in professional development that includes self-assessment, peer observation, mentoring and coaching, and is aligned, sustained, and focused with time to practice and implement.

G3.B2 Lack of implementation of strategies learned in Professional Development sessions.

G3.B2.S1 Accountability plan for implementation of strategies learned in Professional Development Sessions.

PD Opportunity 1

Teachers will reflect on practice after implementing strategies learned in Professional Development.

Facilitator

Admin Team and LCRTs

Participants

All Instructional Staff

Schedule

Every 2 Months, from 9/24/2015 to 3/24/2016

Technical Assistance Items

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

G1. The school will use results of assessments to improve individual student performance and also to improve the instructional program.

G1.B1 Students lack foundational skills in ELA to read and comprehend complex text.

G1.B1.S1 Students identified as lacking prerequisite skills will receive targeted instruction, focusing on the areas of deficiency.

PD Opportunity 1

Provide small group instruction in area of deficiency

Facilitator

Jennifer Simmons

Participants

Instructional Staff and Intervention Providers

Schedule

Daily, from 8/19/2015 to 6/1/2016

G2. All instructional staff will have adequate and aligned materials and instructional planning time to support the school's purpose and direction.

G2.B1 Number of teachers per grade

G2.B1.S1 Redesign master schedule to provide common planning time regardless of number of teachers on grade level.

PD Opportunity 1

Weekly grade level instructional planning sessions will be held during common planning time.

Facilitator

Administrative Team

Participants

All Instructional Staff

Schedule

Weekly, from 8/19/2015 to 6/1/2016

G4. The school will monitor student progress and provide supports necessary to improve student behavior.

G4.B1 Inconsistency in school-wide procedures

G4.B1.S1 Implementation of school-wide discipline plan.

PD Opportunity 1

Development of school-wide rules.

Facilitator

Michael Halpern

Participants

All Staff

Schedule

On 6/1/2016