

The School District of Palm Beach County

Loggers' Run Community Middle School



2015-16 School Improvement Plan

Loggers' Run Community Middle School

11584 W PALMETTO PARK RD, Boca Raton, FL 33428

www.ircms.com

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Middle	No	42%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	45%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	A	A	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 was approved by the Palm Beach County School Board on 11/17/2015.

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	17
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	19
Appendix 1: Implementation Timeline	22
Appendix 2: Professional Development and Technical Assistance Outlines	22
Professional Development Opportunities	23
Technical Assistance Items	24
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	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The School District of Palm Beach county is committed to providing a world-class education with excellence and equity to empower each student to reach his or her highest potential with the most effective staff to foster the knowledge, skills, and ethics required for responsible citizenship and productive careers.

Provide the school's vision statement

The vision of Loggers' Run Community Middle School is to provide an intellectually stimulating and safe environment in which students can develop skills that will enable them to be successful and productive citizens.

School Environment

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

Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8) (b), as applicable to appropriate grade levels, including but not limited to: History of Holocaust, History of African Americans, Hispanic Contributions, Women's Contributions, and Sacrifices of Veterans. This will be done through collaborative activities and lessons across multidisciplinary content areas.

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

For safety, we have School wide Positive Behavior Support to address common area and classroom expectations that address behavior. We also have a program that promotes efficacy by identifying students that are engaged in desired targeted behaviors. This is our GOTCHA program. Administration conducts annual grade level assemblies to discuss expectations, policies and procedures.

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

We use the CHAMPS initiative that norms every classroom environment through the implementation of a behavioral matrix that defines expectations by activity.

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

We have a School Based Team in which staff actively refer our at risk students. Guidance counselors are also available to speak with students on a regular basis.

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

Administration and Guidance review data to identify indicators for students that are off track. These indicators include the following:

- *Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- *One or more suspensions, whether in school or out of school
- *Course failure in English Language Arts or mathematics
- *A Level 1 score on the statewide, standardized assessments in English Language Arts 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
	6	7	8	
Attendance below 90 percent	39	35	57	131
One or more suspensions	11	19	38	68
Course failure in ELA or Math	8	41	28	77
Level 1 on statewide assessment	0	0	0	

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

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	9	18	25	52

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

We provide Middle School Course Recovery for students that are failing core content areas so they are able to demonstrate proficiency. Students that are level one on the reading state wide assessment are placed in Intensive reading to help improve and demonstrate proficiency. Students that have referrals and attendance issues are referred to our School Based Team to provide further analysis of risk factors and identify needed strategies and resources to help them become successful. The School Wide Positive Behavior Support team in conjunction with the faculty will promote incentives to enhance student attendance and academic gains.

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

Parent engagement opportunities will include Curriculum night, PTSA, SAC, Volunteers in Public Schools, Parent Teacher conferences and participation in fund raising events.

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

Our business partnership coordinator actively identifies, maintains, and facilitates active partnerships with local businesses within our community. On an ongoing basis, this coordinator identifies resources that we are in need of and will make requests of our partners.

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
Giblin, Francis	Principal
Graham, Sherri	Assistant Principal
Siegel, Brian	Assistant Principal
Kabinoff, Richard	Teacher, K-12
Temple, Evelyn	Teacher, K-12
Stathopoulos, Christina	Teacher, K-12
Milos, Ana	Teacher, K-12
Ganguzza, Deborah	Teacher, K-12
Gates, Julie	Teacher, K-12

Duties

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

As administrators, we are instructional leaders and we share in the decision making process on a daily basis.

We develop and maintain the master schedule that meets the needs of our students. We engage in shared decision making when we hire staff and work with staff in regards to their professional development. We are instructional leaders when we are supervising our departments and look at data to identify strengths and areas in need of improvement.

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

Resources are allocated and aligned for instructional purposes based on student and teacher needs. Data is used to identify areas of weakness and to identify factors involved.

School wide data is periodically reviewed to evaluate effectiveness of core instruction and to facilitate

effective decision making relative to resource allocation. Also, it is used to improve teacher support as well as to identify and address small group and individual student needs.

Our school integrates Single School Culture by sharing our universal guidelines for success, following our behavioral matrix and teaching expected behaviors, communicating with parents, and monitoring SwPBS. We update our action plans during Department meetings. We instill an appreciation for multicultural diversity through our anti-bullying campaign, structured lessons, and implementation of SwPBS programs.

The school leadership team problem solves by regularly reviewing instructional needs including the status of computers and support technology. The team identifies new pathways for students to increase interest in Pre-Medical, Pre-Law, Culinary as well as other areas of interest.

The leadership team meets on a weekly basis and the technology team meets as needed, at least once a month, for upcoming projects. Resources are monitored by the leadership and technology team as well as the school treasurer.

Title III: Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.

Violence prevention programs: SwPBS, conflict resolution, character counts, NOPE, and CHAMPS (classroom management)

CTE: Digital Divide program enables students to refurbish computers for the community through technical education.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Francis Giblin	Principal
Richard Kabinoff	Teacher
Christina Stathopoulos	Teacher
Jennifer Beimel	Parent
Wendy Bronchick	Parent
Sheri Schwarts	Parent
Jacqueline Van Dyke	Parent
Brooke Olea	Parent
Liana Lopez	Parent
Debbie Cottone	Parent
Janet Cooper	Parent
Amy Compton	Parent
Maxine Friedman	Business/Community
Janet Malizia	Business/Community
Tony Esola	Student
Sonya Lezama	Education Support Employee
Diane Esola	Education Support Employee
Bonnie Gomez	Teacher
Mandy Corbett	Teacher
Sean Harrison	Teacher
Rachael Kelly	Teacher
Jaclyn Corbiciero	Teacher

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 were in agreement that our goals and objectives were on the right track and we need to continue to move forward to show increased proficiency.

Development of this school improvement plan

The data was reviewed and targets were set with the input of our SAC members. The members were in agreement to provide funding that is remaining from previous years for professional development in the areas in need of improvement.

Preparation of the school's annual budget and plan

Discussion of budgeting similar amounts of money to help with tutoring students for FSA preparation.

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

SIP funds allocated last year were \$1,000 each for math, reading and writing tutoring. These funds were used for teachers to tutor students in the lowest 25%.

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

We presently have the President of our PTSA and our Business Partner Coordinator actively recruiting candidates out in our community to help fulfill the requirements as needed.

Literacy Leadership Team (LLT)

Membership:

Name	Title
Giblin, Francis	Principal
Graham, Sherri	Assistant Principal
Siegel, Brian	Assistant Principal
Stathopoulos, Christina	Teacher, K-12
Temple, Evelyn	Teacher, K-12
Kabinoff, Richard	Teacher, K-12
Ganguzza, Deborah	Teacher, ESE
Fennell, Alexandra	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

Drop Everything And Read (DEAR) and Drop Everything and Write (DEW)
 For 20 minutes a day, students will be engaged in reading and writing activities that prescriptively meet their needs, based on diagnostics, SRI, and portfolio assessment.

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

Through ongoing departmental meetings, we provide the opportunity for staff to plan their curriculum and execute it in a manner that is vertically articulated across all grade levels. We also have social breakfasts that are sponsored by different departments to allow all staff to gather before school. This year we have also added our Lumberjack Pride team that consists of teachers from all areas to promote positive activities within the school.

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

We incorporate a social atmosphere for our staff. The principal finds resources to supply teachers with any materials they need for their classroom. New teachers are given mentors and buddies from the start that work with them to provide ongoing professional educational support as well as guidance as requested and needed. We provide common planning times for the teachers to work together as a team thus developing a true professional learning committee.

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

All new staff are enrolled in the Educator Support Program (ESP), and are paired with mentors who have clinical educator certification and have been trained in the Marzano evaluation process. Support and professional development activities are followed in adherence to the timeline, set forth by the School District of Palm Beach County.

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

Our teachers use the pacing charts for their subject area and the Department Instructional Leaders attend meetings to be sure they have all the information to pass on to their departments. Administration does lesson plan checks as well as walk throughs to verify instructional content.

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

Data is pulled on a regular basis. FSQ's and USA's will be analyzed to evaluate areas of strengths and weaknesses allowing us to differentiate instruction according to student need. ESE strategies will co-teach and facilitate small group instruction to assist students having difficulty.

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: After School Program

Minutes added to school year: 6,480

Academic enrichment is required for all students in the after school program. It is also available to the entire student population with in our school center.

Strategy Rationale

We offer this program to increase academic performance in core courses and on state and district mandated assessments. The program also provides enrichment activities that contribute to a well-rounded education.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Siegel, Brian, brian.siegel@palmbeachschools.org

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

Both qualitative and quantitative data are analyzed to determine proficiency and growth and staff will collaborate with core area teachers to determine needs and opportunities.

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

Our elementary feeder school students visit Loggers' Run for an introductory assembly and tour of our campus. This allows them to see and hear first hand about middle school before they arrive thus easing any anxieties.

Our feeder high school makes several visits to speak with our current 8th grade students to discuss high school opportunities. They also do a DVD for us to show to the students that provides answers to student generated questions to help them be better prepared.

Our ESE and ELL coordinators also work with both the elementary and high schools to be sure transitions are smooth and all paperwork is complete.

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

All students are exposed to our career academies and academic opportunities available to them. Current 8th graders will participate in a career academy orientation by the neighboring high schools as well as career and academic counseling assemblies. Elective classes participate in career exploration and all 8th grade classes complete a career interest inventory survey. Certified School Counselors are available for individual counseling to ensure students are on the correct path toward high school and college/career readiness.

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

Through our Pre-Medical Sciences, Pre-Law and our Culinary Academies students are able to explore career opportunities and participate in career planning activities. Mentoring and job shadowing activities allow the students to connect the real life experience to their academic studies. All students receive rigorous instruction that allows them to connect the academic experience to future endeavors whether it be a college or career path.

Students that complete the 8th grade requirements for Pre-Medical and Culinary also receive high-school credit.

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

We have Pre-Medical and Pre-Law Academies that work in conjunction with our Science and Social Studies classes. Teachers coordinate lesson plans that allow for cross-curricular activities and learning opportunities

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

Students will be challenged by rigorous courses such as Algebra, Algebra Honors, Geometry Honors, Earth Space Science and Spanish I. Students will be placed in advanced courses based on academic ability on state and district assessments.

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. If our school focuses on the lowest 25%, then it will increase proficiency for all students.

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. If our school focuses on the lowest 25%, then it will increase proficiency for all students. 1a

G069923

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	73.0
FAA Writing Proficiency	75.0
Math Lowest 25% Gains	73.0
ELA/Reading Lowest 25% Gains	71.0

Resources Available to Support the Goal 2

- Saturday Tutorials, After School Program, utilize small group tutorials before and after school based on individual student need

Targeted Barriers to Achieving the Goal 3

- Students in the lowest 25% will not have time needed during the regular school day to remediate and support their academic needs.

Plan to Monitor Progress Toward G1. 8

Develop a rubric and use to assess gains in addition to a review of data from testing

Person Responsible

Brian Siegel

Schedule

Monthly, from 9/7/2015 to 6/2/2016

Evidence of Completion

Increase on scores and rubric; survey teachers regarding student progress

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. If our school focuses on the lowest 25%, then it will increase proficiency for all students. **1**

 G069923

G1.B1 Students in the lowest 25% will not have time needed during the regular school day to remediate and support their academic needs. **2**

 B181972

G1.B1.S1 Classroom teachers and ESE Strategists will provide support for students in the lowest 25%.

4

 S193633

Strategy Rationale

To ensure students have necessary academic support

Action Step 1 **5**

Teachers will review formative assessment data to identify lowest 25% to provide additional support needed to increase proficiency

Person Responsible

Sherri Graham

Schedule

Monthly, from 9/7/2015 to 6/2/2016

Evidence of Completion

Teachers lists of lowest 25%; lesson plans; students progress

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

Classroom walkthroughs; EDW reports; data chats

Person Responsible

Sherri Graham

Schedule

Weekly, from 9/7/2015 to 6/2/2016

Evidence of Completion

Student progress

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

Scores from formative assessments, SRI, FAIR, Reading Plus; Lesson plans; walk throughs

Person Responsible

Sherri Graham

Schedule

Biweekly, from 9/7/2015 to 6/2/2016

Evidence of Completion

Increase in scores

G1.B1.S2 Grade level common planning 4

S193634

Strategy Rationale

Allows for teachers to collaborate and share best practices

Action Step 1 5

Form a sub committee of team members to serve as common planning task force.

Person Responsible

Sherri Graham

Schedule

Every 6 Weeks, from 10/7/2015 to 5/24/2016

Evidence of Completion

Master schedule with common planning opportunities

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

Minutes will be provided with sample schedules to administration

Person Responsible

Sherri Graham

Schedule

Quarterly, from 10/1/2015 to 4/4/2016

Evidence of Completion

Sample schedules

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

Creation of master schedule allowing for common planning

Person Responsible

Sherri Graham

Schedule

Quarterly, from 10/12/2015 to 4/25/2016

Evidence of Completion

New master schedule for SY 16

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	Teachers will review formative assessment data to identify lowest 25% to provide additional support needed to increase proficiency	Graham, Sherri	9/7/2015	Teachers lists of lowest 25%; lesson plans; students progress	6/2/2016 monthly
G1.B1.S2.A1	Form a sub committee of team members to serve as common planning task force.	Graham, Sherri	10/7/2015	Master schedule with common planning opportunities	5/24/2016 every-6-weeks
G1.MA1	Develop a rubric and use to assess gains in addition to a review of data from testing	Siegel, Brian	9/7/2015	Increase on scores and rubric; survey teachers regarding student progress	6/2/2016 monthly
G1.B1.S1.MA1	Scores from formative assessments, SRI, FAIR, Reading Plus; Lesson plans; walk throughs	Graham, Sherri	9/7/2015	Increase in scores	6/2/2016 biweekly
G1.B1.S1.MA1	Classroom walkthroughs; EDW reports; data chats	Graham, Sherri	9/7/2015	Student progress	6/2/2016 weekly
G1.B1.S2.MA1	Creation of master schedule allowing for common planning	Graham, Sherri	10/12/2015	New master schedule for SY 16	4/25/2016 quarterly
G1.B1.S2.MA1	Minutes will be provided with sample schedules to administration	Graham, Sherri	10/1/2015	Sample schedules	4/4/2016 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.

G1. If our school focuses on the lowest 25%, then it will increase proficiency for all students.

G1.B1 Students in the lowest 25% will not have time needed during the regular school day to remediate and support their academic needs.

G1.B1.S1 Classroom teachers and ESE Strategists will provide support for students in the lowest 25%.

PD Opportunity 1

Teachers will review formative assessment data to identify lowest 25% to provide additional support needed to increase proficiency

Facilitator

Ana Milos; Evelyn Temple, Richard Kabinoff, Julie Gates, Christina Stathopoulos

Participants

All academic departments, ESE strategists, Guidance, Administration, PDD team

Schedule

Monthly, from 9/7/2015 to 6/2/2016

Technical Assistance Items

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

Budget

Budget Data						
1	G1.B1.S1.A1	Teachers will review formative assessment data to identify lowest 25% to provide additional support needed to increase proficiency				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	School Improvement Funds		\$1,000.00
<i>Notes: Teachers will provide tutorials for testing preparation</i>						
2	G1.B1.S2.A1	Form a sub committee of team members to serve as common planning task force.				\$0.00
Total:						\$1,000.00