Keystone Heights Elementary

2015-16 School Improvement Plan

Keystone Heights Elementary

335 SW PECAN ST, Keystone Heights, FL 32656

http://khe.oneclay.net

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	No	62%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	11%

School Grades History

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

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 Clay 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

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	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 is to work collaboratively with all stakeholders to provide a public education experience that is motivating, challenging and rewarding for all children. We will increase student achievement by providing students with learning opportunities that are rigorous, relevant and transcend beyond the boundaries of the school walls. We will ensure a working and learning environment built upon honesty, integrity and respect. Through these values, we will maximize student potential and promote individual responsibility.

Provide the school's vision statement

Keystone Heights Elementary School exists to prepare life-long learners for success in a global and competitive workplace and in acquiring applicable life skills.

School Environment

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

Our school provides many opportunities for parents, families, staff, and students to interact. We offer open house, orientation, family nights, etc. throughout the year. Parents are encouraged to be involved in the Parent/ Faculty Association and to volunteer in several ways at the school. Many teachers also participate in sponsoring before or afterschool clubs and opportunities for additional learning which gives teachers and students time outside of the regular classroom to build relationships.

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

Our school has implemented a school wide behavior plan with expectations for various common areas. All students are taught these expectations during assemblies led by administration during the first week of school and all staff help to implement the plan. Staff members assist in monitoring student safety before and after school while on duty. Our school safety patrols are also present to monitor and encourage appropriate behavior. Resource teachers are invested in the school wide plan and promote the school's guidelines for success every day with every student.

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 have school wide expectations for student behavior. Additionally, all grade levels have clear and specific plans for their classrooms. Administration are available for helping teachers deal with behavior issues that are significant.

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

KHES is lucky to have two school guidance counselors, a Right Path behavioral services counselor, a school social worker, and various other county based employees who help meet the social-emotional

needs of our students on a daily basis. Additionally, our ELA teachers in grades K-5 are implementing the Making Meaning and Being a Writer programs that have a strong social-emotional component.

Early Warning Systems

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

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

The early warning system will include the following early warning indicators:
a) Attendance below 90%, regardless of whether absence is excused or a result of out-of-school suspension.
b) One or more suspensions, whether in or out of school.
c) Course failure in English Language Arts or Mathematics.
d) A Level 1 score on the statewide standardized assessments in English Language Arts or Mathematics.
When a students exhibits two or more early warning indicators, a school-based team shall convene to determine appropriate intervention strategies for the student. The school shall provide at least 10 days' written notice of the meeting to the student's parent, indicating the meeting's purpose, time, and location, and provide the parent the opportunity to participate.

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 6	Total
Attendance below 90 percent	2	2
One or more suspensions	0	
Course failure in ELA or Math	0	
Level 1 on statewide assessment	2	2

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

Indicator	Grade Level 6	Total
Students exhibiting two or more indicators	2	2

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

Our attendance team meets monthly and includes the parents/ families, teacher, administrators, and our school social worker. Our school implements the MTSS (Multi-tiered System of Supports) for students who exhibit behavioral or academic needs.

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

School administration held a meet and greet and a new student orientation prior to the beginning of school. We also extended an open invitation to all parents and families to join both our Parent Faculty Association as well as the School Advisory Council. The teachers in grades 3rd-6th use planners in order to communicate with families while the lower grades use a daily folder. Tuesday folders are sent home to all students each week and contain both communication and graded work.

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

School administration mailed out a letter to local business and organizations to communicate school needs and goals. The school partners with local civic organizations in order to recognize students (Terrific Kid) and to support literacy initiatives (Rotary.) Several local churches work with the school to provide school supplies and other needs 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
Sanders, Melanie	Principal
Wilbur, Jennifer	Instructional Coach

Duties

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

The function of the School Leadership Team is to analyze school-wide data to determine the effectiveness of Tier 1 instruction for all students. Data to be analyzed includes K-2 Foundational Skills Assessments, 3-6 Performance Matters benchmark assessments, and formal assessments such as FCAT Science and the new FSA. The principal and assistant principal set the agenda and facilitate the meetings. Holly Mallory, Intervention Team Facilitator serves to suggest effective interventions for Tier 1 instructional needs and is present to help ensure that the district's MTSS plan is followed. Grade level team leaders are present to provide input and then to disseminate information to their teammates. Mrs. Wilbur, our Curriculum Coach also is present to assist in determining how she can help teachers better meet the needs of students.

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

All K-6 grade students will take a benchmark assessment 3 times per year. School personnel will meet after each assessment period to review student data. Quality of Tier 1 instruction will be analyzed within these meetings. Administrators will meet monthly with all grade level/content area teams. At these monthly meetings, administrators and teachers will look at specific student data and will initiate Tier 2 or Tier 3 plans for those students who are struggling to meet grade level / course expectations. These monthly meetings will focus on student achievement and the provision of appropriate, effective interventions. District and school resources will be allocated based upon individual student needs. At quarterly data meetings, teachers are given the opportunity to share informal data as well.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Ashley Bertie	Parent
Merri Lee Hormick	Parent
Heather Underwood	Education Support Employee
Amy Kane	Business/Community
Dan Lewandowski	Parent
Kelly Cunningham	Teacher
Alison Shuford	Teacher
Yvette Wynn	Teacher
Jessica Carter	Teacher
Jeanne Dingman	Teacher
Angelina Wilson	Parent
Kris Weaver	Parent
Suzette Townsend	Parent
Jennifer Wilbur	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

Last year's school improvement plan attempted to provide support and training for our staff with the integration of a new reading and writing curriculum. The trainings provided ample opportunity to observe best practices in classrooms. The school's reading gains for its bottom quartile showed improvement.

Development of this school improvement plan

The SAC team will participate in climate survey to determine needs of students, parents, paraprofessionals, and teachers. They will be Involved with building the school improvement budget. The members of SAC will be a voice for the school to the parents and community stakeholders. They will help relay information that is taking place at the school to the community.

Preparation of the school's annual budget and plan

Although there is no funding for the 15/16 school year in regards to school improvement funds, there is a small amount of left over money that will be decided on by the SAC committee as needed.

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

School improvement funds were allocated for substitutes so teachers can visit other schools to learn ways to implement Common Core. Funds were also used to purchase school planners in order to help with parent communication.

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
Sanders, Melanie	Principal
Wilbur, Jennifer	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The LLT will focus on our school improvement plan's three initiatives this year. They will focus on how to integrate writing into all areas, how to engage students, and how to enhance our school's PLC's.

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

We have embraced a full co-teaching, inclusion model where ESE and regular education teachers work together daily to serve our high incidence ESE students. All teachers have a common planning time with their grade level co-workers in order to improve positive working relationships. We also have prioritized an hour a week for teachers to work together in PLCs with the goal of improving their collaboration.

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

We participate in the annual job fair to provide equal opportunity for recruitment of highly qualified teachers. We make sure to provide Veteran's preference to teachers. We provide in-service opportunities in professional development. We survey training needs of the teachers annually. The school board and CCEA collaborate to create a salary schedule conducive to retaining teachers. Additionally, our curriculum coach deliberately targets new teachers on our campus in order to model high effect size strategies and provide any support they may need.

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

If a teacher is in the Teacher Induction Program (TIP) they work to complete their portfolio. They can work with other individuals on their grade level team for guidance, grading, behavior concerns, or other areas of need. The administration checks on the new teachers to see if there are any needs they need help resolving.

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 utilize the county created curriculum maps, the statewide system (CPALMS), and participate in PLCs (and logs) and other teacher trainings that focus on unpacking Florida standards and planning effective lessons. Our curriculum materials support the students in gaining mastery of the Florida standards. Third through Sixth grade teachers review the FSA item specifications in order to ensure their progress on the 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

All teachers (in all subjects) are encouraged to use the workshop model which includes time for small groupings and differentiated instruction. ELA teachers are encouraged to implement IDR (Independent Daily Reading) where students are matched with appropriate leveled texts and teachers conference with them often. Every grade level has one or two "inclusion" classes where ESE and regular education teachers work together to deliver instruction based upon data driven student needs.

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: 0

KHE has a chorus that meets weekly after school. The chorus provides enrichment for students who need something to look forward to participating in on a weekly basis. These students learn how to take responsibility for their equipment, time management, and how to interact with others. We also have a group called Striders that meets twice a week. These students learn how to take care of their health by walking before school. The school offers tutoring as needed. Fourth through sixth grade offers math enrichment once a week after school through our math team. The 21st Century afterschool program serves approximately 75 students and provides them with homework support and enrichment activities such as art, music, computers, and physical education.

Strategy Rationale

We believe that by involving students in extra-curricular activities that match their interests, students will be more well-rounded and overall better students.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Sanders, Melanie, mlsanders@oneclay.net

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

The PE coach is outside with these students and she keeps track of how many laps they walk/run. Performance Matters data will be used to determine who needs FCAT tutoring in third grade. A math assessment and teacher observation is used to evaluate who would benefit from the enrichment program.

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

All incoming kindergarten students were accessed prior to or upon entering kindergarten in order to ascertain individual and group needs. The students were screened prior to the start of school. This helped to assist in the development of classes. We also held an Open House designated for kindergarten parents only before school started. We were able to talk about what their children would be learning in kindergarten and how parents could support learning at home. The Florida Kindergarten Reading Screener (FLKRS) was given in the first 30 days of school. This information allowed kindergarten teachers to know the strengths and weaknesses of their students. Struggling learners were identified and given extra support.
Sixth graders visit the Keystone Heights Junior/Senior High. Guidance counselors discuss required and elective classes. Students complete class selection sheets with their parents at home.

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.   Increase student's writing skills through incorporating writing throughout every content area.

G2.   Strengthen the use of Professional Learning Communities in order to increase faculty knowledge in Florida State Standards.

G3.   Structure and plan for engagement in the classroom

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. Increase student's writing skills through incorporating writing throughout every content area. 1a

🔍 G071390

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	70.0

Resources Available to Support the Goal 2

- K-5 will use the writing curriculum Being A Writer. Writing journals will be incorporated in all content areas.

Targeted Barriers to Achieving the Goal 3

- Teacher confidence in using resources

Plan to Monitor Progress Toward G1. 8

Student data/ student work samples shared at weekly PLCs and Data meetings

Person Responsible

Melanie Sanders

Schedule

Weekly, from 8/17/2015 to 6/3/2016

Evidence of Completion

OneClay Writes data, student journals, ELA FSA results

G2. Strengthen the use of Professional Learning Communities in order to increase faculty knowledge in Florida State Standards. 1a

🔍 G071391

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics - Achievement	70.0

Resources Available to Support the Goal 2

- District and school leadership Curriculum maps, standards, item specifications

Targeted Barriers to Achieving the Goal 3

- Teacher buy in

Plan to Monitor Progress Toward G2. 8

data collected during walk throughs, PLC logs

Person Responsible

Melanie Sanders

Schedule

Monthly, from 8/17/2015 to 6/3/2016

Evidence of Completion

percentage of classroom teachers implementing common core strategies learned during the PLCs

G3. Structure and plan for engagement in the classroom `1a`

🔍 G071392

Targets Supported `1b`

Indicator	Annual Target
FSA English Language Arts - Achievement	70.0

Resources Available to Support the Goal `2`

- Curriculum specialists at the county office, PLCs for teacher collaboration to plan engaging lessons, Framework for Intentional Teaching

Targeted Barriers to Achieving the Goal `3`

- time for planning and/ or professional development

Plan to Monitor Progress Toward G3. `8`

Formative assessments, student performance data
Data meetings

Person Responsible

Melanie Sanders

Schedule

Weekly, from 8/17/2015 to 6/3/2016

Evidence of Completion

formative assessments, student work, teachers will track the progress of the students in reading

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. Increase student's writing skills through incorporating writing throughout every content area. 1

🔑 G071390

G1.B1 Teacher confidence in using resources 2

🔑 B186081

G1.B1.S1 The District as well as our curriculum coach provide trainings to support Being a Writer and writing in general. 4

🔑 S197484

Strategy Rationale

The teachers had initial training over the summer but continue to need support in order to increase confidence.

Action Step 1 5

School administration will communicate training dates and provide time for teachers to attend writing trainings.

Person Responsible

Melanie Sanders

Schedule

Monthly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Teacher attendance at these district-provided trainings

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

Administration will "check in" with teachers regarding training needs and experiences.

Person Responsible

Melanie Sanders

Schedule

Monthly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Minutes from monthly meetings; teacher sign in sheets from district trainings

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

Classroom walk throughs/ observations

Person Responsible

Melanie Sanders

Schedule

Monthly, from 8/17/2015 to 6/3/2016

Evidence of Completion

walk through feedback notes

G2. Strengthen the use of Professional Learning Communities in order to increase faculty knowledge in Florida State Standards. 1

🔑 G071391

G2.B1 Teacher buy in 2

🔑 B186082

G2.B1.S1 We will establish a shared leadership model for vertical teaming to address specific concerns. 4

🔑 S197485

Strategy Rationale

When teachers feel supported by their peers, they are more likely to "buy-in" to the expectations for participation in PLCs.

Action Step 1 5

Administration seeking out experienced teachers to share their particular "expert" knowledge.

Person Responsible

Melanie Sanders

Schedule

Monthly, from 8/17/2015 to 6/3/2016

Evidence of Completion

sign in sheets for optional trainings

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

Teacher trainings will be led by a variety of teachers.

Person Responsible

Melanie Sanders

Schedule

Monthly, from 8/17/2015 to 6/3/2016

Evidence of Completion

sign in sheets and follow up forms

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

classroom walk throughs to monitor implementation of strategies discussed during PLC's and other trainings

Person Responsible

Melanie Sanders

Schedule

Monthly, from 8/17/2015 to 6/3/2016

Evidence of Completion

data collected during classroom walk throughs

G3. Structure and plan for engagement in the classroom `1`

G071392

G3.B1 time for planning and/ or professional development `2`

B186083

G3.B1.S1 Teachers will meet weekly in PLCs in order to plan for engaging lessons using the Framework for Intentional and Targeted Teaching. `4`

S197486

Strategy Rationale

When teachers have time to discuss engagement strategies, they will more likely include them in their lessons.

Action Step 1 `5`

Teachers will meet in weekly PLC teams focused around the framework for intentional teaching.

Person Responsible

Melanie Sanders

Schedule

Weekly, from 8/17/2015 to 6/3/2016

Evidence of Completion

walk through and observation data; PLC logs

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Sign in sheets are used for PLCs and teams turn in logs each week

Person Responsible

Melanie Sanders

Schedule

Weekly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Sign in sheets will be collected. PLC logs will document focused collaboration around the components of the framework for intentional and targeted teaching.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Classroom walkthoughs, formative assessment data analyzed at the PLC meetings

Person Responsible

Melanie Sanders

Schedule

Weekly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Student engagement observed during classroom walk throughs and feeback given to teachers on the implementation of the framework

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	School administration will communicate training dates and provide time for teachers to attend writing trainings.	Sanders, Melanie	8/17/2015	Teacher attendance at these district-provided trainings	6/3/2016 monthly
G2.B1.S1.A1	Administration seeking out experienced teachers to share their particular "expert" knowledge.	Sanders, Melanie	8/17/2015	sign in sheets for optional trainings	6/3/2016 monthly
G3.B1.S1.A1	Teachers will meet in weekly PLC teams focused around the framework for intentional teaching.	Sanders, Melanie	8/17/2015	walk through and observation data; PLC logs	6/3/2016 weekly
G1.MA1	Student data/ student work samples shared at weekly PLCs and Data meetings	Sanders, Melanie	8/17/2015	OneClay Writes data, student journals, ELA FSA results	6/3/2016 weekly
G1.B1.S1.MA1	Classroom walk throughs/ observations	Sanders, Melanie	8/17/2015	walk through feedback notes	6/3/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1	Administration will "check in" with teachers regarding training needs and experiences.	Sanders, Melanie	8/17/2015	Minutes from monthly meetings; teacher sign in sheets from district trainings	6/3/2016 monthly
G2.MA1	data collected during walk throughs, PLC logs	Sanders, Melanie	8/17/2015	percentage of classroom teachers implementing common core strategies learned during the PLCs	6/3/2016 monthly
G2.B1.S1.MA1	classroom walk throughs to monitor implementation of strategies discussed during PLC's and other trainings	Sanders, Melanie	8/17/2015	data collected during classroom walk throughs	6/3/2016 monthly
G2.B1.S1.MA1	Teacher trainings will be led by a variety of teachers.	Sanders, Melanie	8/17/2015	sign in sheets and follow up forms	6/3/2016 monthly
G3.MA1	Formative assessments, student performance data Data meetings	Sanders, Melanie	8/17/2015	formative assessments, student work, teachers will track the progress of the students in reading	6/3/2016 weekly
G3.B1.S1.MA1	Classroom walkthoughs, formative assessment data analyzed at the PLC meetings	Sanders, Melanie	8/17/2015	Student engagement observed during classroom walk throughs and feeback given to teachers on the implementation of the framework	6/3/2016 weekly
G3.B1.S1.MA1	Sign in sheets are used for PLCs and teams turn in logs each week	Sanders, Melanie	8/17/2015	Sign in sheets will be collected. PLC logs will document focused collaboration around the components of the framework for intentional and targeted teaching.	6/3/2016 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Increase student's writing skills through incorporating writing throughout every content area.

G1.B1 Teacher confidence in using resources

G1.B1.S1 The District as well as our curriculum coach provide trainings to support Being a Writer and writing in general.

PD Opportunity 1

School administration will communicate training dates and provide time for teachers to attend writing trainings.

Facilitator

District and school based staff

Participants

Classroom teachers and administration

Schedule

Monthly, from 8/17/2015 to 6/3/2016

G3. Structure and plan for engagement in the classroom

G3.B1 time for planning and/ or professional development

G3.B1.S1 Teachers will meet weekly in PLCs in order to plan for engaging lessons using the Framework for Intentional and Targeted Teaching.

PD Opportunity 1

Teachers will meet in weekly PLC teams focused around the framework for intentional teaching.

Facilitator

administrators and all teachers

Participants

all teachers

Schedule

Weekly, from 8/17/2015 to 6/3/2016

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	School administration will communicate training dates and provide time for teachers to attend writing trainings.	$0.00
2	G2.B1.S1.A1	Administration seeking out experienced teachers to share their particular "expert" knowledge.	$0.00
3	G3.B1.S1.A1	Teachers will meet in weekly PLC teams focused around the framework for intentional teaching.	$0.00
		Total:	$0.00