

Clay County Schools

Plantation Oaks Elementary School



2015-16 School Improvement Plan

Plantation Oaks Elementary School

4150 PLANTATION OAKS BLVD, Orange Park, FL 32065

<http://poe.oneclay.net>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	No	29%
Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	57%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	A	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 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>.

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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

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

Provide the school's vision 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.

School Environment

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

The school creates many opportunities to learn about students' cultures and builds a relationship between teachers and students by having parent teacher conferences, open house, communication through email and remind 101, FOCUS parent portal, ESOL assistants to provide insight and support on students culture and classroom communities through Being a Writer and Making Meaning.

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

The school creates an environment where students feel safe and respected before, during and after school by practicing safety drills, creating a foundations team, implementing dismissal procedures, sending remind 101 to parents, training students as safety patrols, and having faculty and staff duty stations before and after school.

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

Plantation Oaks has a behavioral system in place that includes school- wide procedures set through the Foundations Team for the cafeteria, common areas, playground and dismissal. Each morning students say the school pledge that aligns with our behavioral system and reinforces the key concepts of CHAMPS.

Teachers receive training on the behavioral system provided by the Foundations team. We also have a behavior coach, a full-time In-school Suspension teacher and a .5 Behavior management teacher.

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

Plantation Oaks Elementary ensures the social-emotional needs of all students are being met through Guidance counselors, a Military Liaison, Making Meaning/Being a Writer social components, National Honor's Society high school student mentoring program and before and after school clubs.

Early Warning Systems

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

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

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

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

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

POE works to build a positive relationship with families to increase involvement and communication by utilizing the parent portal on FOCUS, making home phone call and sending email reminders, using the marquee outside the school, planning information nights such as orientation and parent nights, and sending home surveys for parents to complete.

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

POE develops community partnerships with Chick Fil A and Tropical Smoothie. We also have a PFA team that involves the community and keeps them informed of upcoming events and ways to help support POE and the students. POE continually updates their Facebook page to inform the community of events that take place and provide information pertaining to the school.

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
Voytko, Corrie	Assistant Principal
Hoppen, Melissa	Teacher, K-12
Garcia, Jenifer	Teacher, K-12
Wood, Amanda	Teacher, K-12
Nesi, Jodi	Teacher, ESE
Brown, Darin	Assistant Principal
Braswell, Ashley	Teacher, K-12
Roach, Jennifer	Principal
Mastandrea, Danielle	Teacher, K-12
Streaty, Jessica	Teacher, K-12
Suhr, Casey	Teacher, K-12
Sharp, Jennifer	Teacher, K-12
Henderson, Amy	Teacher, K-12
Barrett, Karen	Teacher, K-12
Sciandra, Celeste	Teacher, K-12
Johnson, Lindsey	Teacher, K-12

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-Based Leadership Team (SBLT) is to analyze school-wide data to determine the effectiveness of Tier 1 instruction for all students. Data to be analyzed includes K-2 FAIR, 3-12 Performance Matters benchmark assessments, and formal assessments such as FSA. The principal is the leader of the meeting. Assistant principals attend the meetings in a support role for the principal. The Intervention Team Facilitator is present to help ensure that the district's MTSS plan is followed. Lead teachers sometimes serve on the SBLT as a liaison to other teachers in their grade/content area grouping.

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-5 students will take a benchmark assessment 3 times per year. School-based leadership teams will meet after each assessment period to review student data. Quality of Tier 1 instruction will be analyzed within these meetings. Coaches are in place at each school and will focus on supporting quality Tier 1 instruction in all content areas. 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.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Jennifer Roach	Principal
Amanda Wood	Teacher
Keisha Billups	Education Support Employee
Kenneth Jenkins	Parent
Johanne Jasmin	Parent
Susan Raab	Parent
John Dunlap	Business/Community
Ana Rivera	Parent
Gregory Bing	Parent
Lindsey Johnson	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

The SAC discussed and reviewed the 2015-2016 SIP plan.

Development of this school improvement plan

At each meeting, the SAC will discuss school goals and ask for input.

Preparation of the school's annual budget and plan

The SAC discusses and approves funds related to the SIP.

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

There is no money budgeted for SAC at this point.

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
Roach, Jennifer	Principal
Barrett, Karen	Teacher, K-12
Mastandrea, Danielle	Teacher, K-12
Braswell, Ashley	Teacher, K-12
Nesi, Jodi	Teacher, ESE
Voytko, Corrie	Assistant Principal
Brown, Darin	Assistant Principal
Streaty, Jessica	Teacher, K-12
Garcia, Jenifer	Teacher, K-12
Suhr, Casey	Teacher, K-12
Sharp, Jennifer	Teacher, K-12
Henderson, Amy	Teacher, K-12
Sciandra, Celeste	Teacher, K-12
Johnson, Lindsey	Teacher, K-12
Wood, Amanda	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The team meets as needed in collaboration with the MTSS team to engage in the following activities: Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate development in the form of Professional Learning Communities. We will assure that non fiction text is being used school wide.

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

Plantation Oaks Elementary encourages positive working relationships between teachers by providing a common planning for each grade level. This common planning time is scheduled for 3 times per week. One day a week teachers do collaborative planning and instruction through Professional Learning Communities.

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

Administrators and educational leaders within the school participate in the district job fair every May when available. Teachers are trained in CAS and host pre-intern and interns. Teachers participate in professional development to improve their teaching skills. POE continues to improve school moral. Teachers are supported through Professional Learning Communities, common team planning, school

trainings, walk-throughs, and instructional videos. The county also provides the BEST program for new teachers to the district.

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

All new teachers to the school as well as first year teachers and EIP-TIP teachers are assigned an experienced peer teacher and meet as needed or at a mutually agreed schedule. The county also provides BEST coaches for teachers who are new to the district.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

The County provides Curriculum Maps for each subject and grade level. Florida Assessment Standards (C palm) provides alignment information. Professional Learning Communities provide opportunities for teachers to plan and discuss instructional issues. Teachers create weekly curriculum maps based of the quarterly curriculum map at common team meetings.

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

The school uses data to provide and differentiate instruction to meet the diverse needs of students by determining needs for students and providing additional support in those areas during IDR and the literacy block. We meet these needs by pulling small groups, utilizing classroom assistants and ESOL assistants, utilizing Success Maker and providing intervention during recess.

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: 6,000

Several opportunities are offered to students such as Bricks for Kids, Robotics, Success Maker in the computer lab, Run/Walk club, assessment tutoring, chorus, Art club, and Agricultural club.

Strategy Rationale

Provide students with opportunities to participate in extra curricular activities to enrich their learning and meet their needs that are not able to be met during the regular school day.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Voytko, Corrie, clvoytko@oneclay.net

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

Attendance is recorded for all after school activities. The effectiveness of after school academic support is analyzed through student performance.

Student Transition and Readiness

PreK-12 Transition

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

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Students participate in summer screening. FLKRS is administered within the first thirty days of school for all Kindergarten students. Students leaving POE and going to the jr high school take an end of the year school field trip to explore the school and learn the expectation of the junior high. Counselors from the junior high school provide an information meeting during school for the students and after school for the parents.

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:

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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 the engagement of students in the learning process.
- G2.** Increase exposure to diverse and culturally rich non-fiction texts.
- G3.** Increase student's writing skills of citing evidence by incorporating writing throughout every content area.

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 the engagement of students in the learning process. 1a

G071551

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	80.0

Resources Available to Support the Goal 2

- Pair share strategies, partner work, author's chair, classroom discussion, manipulatives, hands on labs, Kagan strategies, explain and defend positions or solutions, courses on the teaching framework.

Targeted Barriers to Achieving the Goal 3

- Teacher knowledge of engagement strategies and classroom management.
- Time during school day.

Plan to Monitor Progress Toward G1. 8

Data collection on student effectiveness

Person Responsible

Darin Brown

Schedule

Monthly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Student grades, performance matters scores, FSA scores

G2. Increase exposure to diverse and culturally rich non-fiction texts. 1a

G071552

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	80.0

Resources Available to Support the Goal 2

- Focused instruction on text features, incorporate non-fiction into reading lessons, close reading strategies, provide non-fiction material in the classroom, National Geographic's/Time magazines, text evidence, Making Meaning trade books

Targeted Barriers to Achieving the Goal 3

- Student preference

Plan to Monitor Progress Toward G2. 8

Less referrals, evidence of culturally rich classroom discussions, Making Meaning reading log

Person Responsible

Corrie Voytko

Schedule

Weekly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Passing AR scores for non-fiction text, student work that reflects knowledge of diverse cultures.

G3. Increase student's writing skills of citing evidence by incorporating writing throughout every content area. 1a

G071553

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	80.0

Resources Available to Support the Goal 2

- "Being a Writer" Curriculum, "Being a Writer" Professional Training, Vertical Writing Committee, Common Core writing tips.

Targeted Barriers to Achieving the Goal 3

- Time for professional development

Plan to Monitor Progress Toward G3. 8

Common expectation among grade levels for writing

Person Responsible

Darin Brown

Schedule

Weekly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Student writing samples and grades

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 the engagement of students in the learning process. **1**

 G071551

G1.B1 Teacher knowledge of engagement strategies and classroom management. **2**

 B186491

G1.B1.S1 Provide professional development opportunities, including PLC's and courses on the teaching Framework. **4**

 S197887

Strategy Rationale

Action Step 1 **5**

Training

Person Responsible

Darin Brown

Schedule

Weekly, from 8/25/2015 to 6/3/2016

Evidence of Completion

Follow up form

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

Walk throughs

Person Responsible

Darin Brown

Schedule

Daily, from 8/25/2015 to 6/3/2016

Evidence of Completion

Feedback form/Rubric

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

Feedback Forms/ Rubrics

Person Responsible

Darin Brown

Schedule

Daily, from 8/25/2015 to 6/3/2016

Evidence of Completion

Meeting standards on rubric, student achievement

G2. Increase exposure to diverse and culturally rich non-fiction texts. 1

G071552

G2.B2 Student preference 2

B186496

G2.B2.S1 Encourage students to read and become interested in diverse cultures by encouraging multicultural discussions, providing opportunities to incorporate different points of views and opinions into the classroom, exposing students to holidays and traditions celebrated around the world and providing culturally rich and diverse books in the classroom. 4

S197893

Strategy Rationale

Action Step 1 5

Create an environment where students are encouraged to read and learn about different cultures

Person Responsible

Corrie Voytko

Schedule

Daily, from 8/24/2015 to 6/3/2016

Evidence of Completion

Student work, student reading log and AR scores

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

Lesson plan review, fidelity of Making Meaning Monitored

Person Responsible

Corrie Voytko

Schedule

Annually, from 8/24/2015 to 6/3/2016

Evidence of Completion

Teacher lesson plans

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

Student knowledge and acceptance of diverse cultures

Person Responsible

Corrie Voytko

Schedule

Daily, from 8/24/2015 to 6/3/2016

Evidence of Completion

Decreased amount of student referrals regarding bullying, positive classroom atmosphere where students feel safe to share their thoughts.

G3. Increase student's writing skills of citing evidence by incorporating writing throughout every content area.

1

 G071553

G3.B1 Time for professional development 2

 B186497

G3.B1.S3 Team Planning, implementing reading/writing strategies across the curriculum 4

 S197896

Strategy Rationale

Action Step 1 5

Implement team meetings to share reading/writing strategies and align writing goals across the curriculum.

Person Responsible

Darin Brown

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Team meeting notes

Plan to Monitor Fidelity of Implementation of G3.B1.S3 6

Bring student work samples to team meeting to evaluate and align expectations across subjects/ teachers

Person Responsible

Darin Brown

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Student work demonstrates a similar level of expectation for writing across subjects.

Plan to Monitor Effectiveness of Implementation of G3.B1.S3 7

Evaluate writing expectation and share strategies as expectation rises

Person Responsible

Darin Brown

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Student work samples

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	Training	Brown, Darin	8/25/2015	Follow up form	6/3/2016 weekly
G2.B2.S1.A1	Create an environment where students are encouraged to read and learn about different cultures	Voytko, Corrie	8/24/2015	Student work, student reading log and AR scores	6/3/2016 daily
G3.B1.S3.A1	Implement team meetings to share reading/writing strategies and align writing goals across the curriculum.	Brown, Darin	8/24/2015	Team meeting notes	6/3/2016 weekly
G1.MA1	Data collection on student effectiveness	Brown, Darin	8/25/2014	Student grades, performance matters scores, FSA scores	6/5/2015 monthly
G1.B1.S1.MA1	Feedback Forms/ Rubrics	Brown, Darin	8/25/2015	Meeting standards on rubric, student achievement	6/3/2016 daily
G1.B1.S1.MA1	Walk throughs	Brown, Darin	8/25/2015	Feedback form/Rubric	6/3/2016 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.MA1	Less referrals, evidence of culturally rich classroom discussions, Making Meaning reading log	Voytko, Corrie	8/25/2014	Passing AR scores for non-fiction text, student work that reflects knowledge of diverse cultures.	6/5/2015 weekly
G2.B2.S1.MA1	Student knowledge and acceptance of diverse cultures	Voytko, Corrie	8/24/2015	Decreased amount of student referrals regarding bullying, positive classroom atmosphere where students feel safe to share their thoughts.	6/3/2016 daily
G2.B2.S1.MA1	Lesson plan review, fidelity of Making Meaning Monitored	Voytko, Corrie	8/24/2015	Teacher lesson plans	6/3/2016 annually
G3.MA1	Common expectation among grade levels for writing	Brown, Darin	8/25/2014	Student writing samples and grades	6/5/2015 weekly
G3.B1.S3.MA1	Evaluate writing expectation and share strategies as expectation rises	Brown, Darin	8/24/2015	Student work samples	6/3/2016 weekly
G3.B1.S3.MA1	Bring student work samples to team meeting to evaluate and align expectations across subjects/teachers	Brown, Darin	8/24/2015	Student work demonstrates a similar level of expectation for writing across subjects.	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 the engagement of students in the learning process.

G1.B1 Teacher knowledge of engagement strategies and classroom management.

G1.B1.S1 Provide professional development opportunities, including PLC's and courses on the teaching Framework.

PD Opportunity 1

Training

Facilitator

Assistant Principal

Participants

Faculty

Schedule

Weekly, from 8/25/2015 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	Training	\$0.00
2	G2.B2.S1.A1	Create an environment where students are encouraged to read and learn about different cultures	\$0.00
3	G3.B1.S3.A1	Implement team meetings to share reading/writing strategies and align writing goals across the curriculum.	\$0.00
Total:			\$0.00