Yankeetown School

2015-16 School Improvement Plan

Yankeetown School

4500 HIGHWAY 40 W, Yankeetown, FL 34498

http://yankeetown.levyschools.org/r/home

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Combination	Yes	70%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	0%

School Grades History

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

A commitment to continuous growth

Provide the school's vision statement

Cultivating a college or career ready community

School Environment

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

The Thursday prior to the first day of school is a scheduled 2 our open window Orientation and Title I meeting for all students and parents. This not only allows and encourages parents and students to come out to the school, meet the teachers, receive community-donated backpacks and supplies, become oriented to the school and staff, but provides them with a flexible time to receive valuable information about services and data relevant to their school and student achievement.
During the first couple weeks of school, teachers will have their students participate in class and team building activities while teaching procedures and expectations. This practice will be carried out throughout the year as a means of teachers and students building a positive climate and culture on campus. Teachers are also encouraged to make positive phone calls for every student in their class to begin the school year on a positive note.
During the month of Sept., we hold our first SAC meeting, where we invite anyone and everyone, as well as make multiple posts on social media sites that reach our parents and community leaders to try and get as many people out for our first meeting in order to explain the purpose and truly get more parents on board to join SAC.
Another activity that we implement is an Open House toward the beginning of school where parents and students are invited to come to the school, learn about Title I information, go to their child's classroom and learn about class expectations, and goals for the year.

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

All K-8 students have the opportunity to sign up for the school tutoring program "Sandgnat Superstars" where they are provided with a supervised and structured opportunity to come in and receive extra practice and application of skills with iReady.
At the official beginning to a school day, all students are greeted by staff members as they step on campus. Whether a student is a walker, a car rider, sandgnat superstar, or a bus rider; a staff member acknowledges their presence on campus. Staff members are visible throughout the campus on a regular basis. Students are able to approach a staff member at any time if they feel threatened, need assistance, or just want to talk. When students are dismissed for the day, staff members are also visible at all exit points on the campus to help students safely exit the campus. In addition, the leadership team can be seen in the cafeteria, hallways,
breezeways, and classrooms on a daily basis. The school has an open line of communication between the students, the faculty, and the staff.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Our school has implemented PBS as our Tier 1 behavior system. All staff members were trained prior to the first day of school on our school PBS model. The rules and expectations of the school were reviewed. A PBS committee has been established and is led by the ESE Coordinator and Admistrative Assistant. This

committee meets on a monthly basis to review the school wide implementation of PBS. Using a token economy, students can earn sandgnat dollars throughout the school day that can be cashed in for various items and activities.

During the first week of school students were reminded of the rules and expectations of the school. All students participated in a PBS orientation that went over the expectations for various areas on campus. The students receive sandgnat dollars from various staff members for following the school wide expectations.

Teachers are expected to implement our Tier 1 behavior plan with fidelity. If a disciplinary need arises,

our administrative/leadership team can be contacted. Teachers are expected to try various behavior interventions in their classroom, as well as contact parents for disciplinary concerns. When a member of

leadership is contacted, the expectation is that the teacher manages the discipline concern, while the member of the leadership team continues the classroom instruction depending on the severity of the situation.

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

Our school has a Guidance Counselor that works closely as our Parent Liaison to assist students and families in need as well as teach monthly lessons that coincide with the PBS expectations. The School Leadership team meets weekly as a problem solving team, to discuss varying needs of groups of students, as well as individual students. Based on needs, the group will determine how best to assist students and families.

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

We monitor student attendance and send letters home after 5 absences and 9 absences. Our guidance counselor also schedules attendance meetings with families when a student is approaching 9 absences in a 9 week period or when their absences are approaching 10%.

We monitor in and out of school suspensions and meet with families of students with two or more out of school suspensions.

Course failures are monitored and students receive intense intervention in reading and math.

Level 1 and 2 students are tracked and receive intense interventions for reading and/or math.

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
	K	1	2	3	4	5	6	7	8	
Attendance below 90 percent	8	6	3	6	7	5	4	6	2	47
One or more suspensions	0	2	4	5	8	13	15	12	6	65
Course failure in ELA or Math	2	2	0	5	0	0	0	1	0	10
Level 1 on statewide assessment	0	0	0	10	6	8	7	9	4	44

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

Indicator	Grade Level								Total
	1	2	3	4	5	6	7	8	
Students exhibiting two or more indicators	2	1	2	2	1	5	4	1	18

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

For students exhibiting 2 or more early warning indicators, the Leadership team watches these students closely. If attendance is an issue, the Guidance Counselor intervenes to work with the family to try and ensure the attendance improves. For students exhibiting course failures, or who scored a Level 1 on the previous year's statewide assessment, intense interventions are built into those students' daily schedules in order to try and provide necessary academic interventions. In the case of students with warning indicators related to discipline and suspensions, Leadership Team, Parents, and Teacher will convene to determine if a Tier II or III plan needs to be established to provide support in the area of behavior for individual students.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

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

Description

We are a Title I school. Please see Parent Involvement Plan.

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

We currently have long standing supportive relationships with the local Women's Club and the Lion's Club. These organizations have provided both teachers and students with rewards, supplies, food, and clothing on a regular basis. The local VFW and Am Vets have also supported our students by offering local, state, and national competitions around a patriotic theme. The Masonic Lodge gives an award annually for citizenship, recognizing two students.

Recently, we have partnered with the Women's Club to rally the community to support a small food program, sending food home on the weekend to our neediest students.

In the past three years, we have strengthened our relationship with the Knott's River Foundation. They have increased their funding for science based projects and activities.

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
Mills, Jeannine	Principal
Wade, Janeen	Instructional Coach
Prescott, Candy	Administrative Support
Gatton, Gayle	Paraprofessional
Steinberg, Natalie	Teacher, K-12
Vuto, Mika	Teacher, ESE

Duties

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

The School Leadership Team consists of the Principal, Guidance Counselor/Administrative Assistant, Instructional Coach, Librarian, ESE/PBS Coordinator, and Middle School Teacher . We meet once per week reviewing school-wide data to determine on-going needs of our school. The Principal monitors overall student
achievement and determines if there are students in danger of not making learning gains that are predicted Level 1 and 2 students. The Instructional Coach also monitors overall student achievement focusing in on our Level 3 and above students, ensuring their enrichment needs are appropriate, as well as developing Professional Development courses that align with the school-wide Professional Development plan. The ESE/PBS Coordinator and Administrative Assistant pull monthly discipline data to determine if we
have students struggling in our Tier I Behavior Support System as well as monitoring attendance. The Librarian and Middle School Teacher focus on the data from reading instruction, reading assessments, and reading
interventions.

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 teachers and instructional para-professionals utilize their time working with students during student time on campus, with the exception of one 50 minute block per day, for teachers, that is devoted to instructional grade level and content specific planning. Instructional para-professionals have had training this year with research based reading interventions that are being implemented on a daily basis. These
interventions range from 30 to 60 minutes per day depending on the needs of the students. Title I

funds are used to purchase 1 additional para-professionals to assist in the delivery of these research based interventions. These funds are also being utilized this year to provide professional development to teachers in Cooperative Learning, Writing Across the Curriculum, Lesson Design, and Problem-Based Learning. This is a major shift in school focus as there is new leadership. Leadership meetings occur on the first Monday of each week to monitor programs and other schoolwide
data.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Tiffany Auclair	Parent
Melissa Clarke	Parent
Chuck Gatton	Teacher
Mindy Gilley	Parent
Jen Hurtado	Education Support Employee
Annjanette Kint	Parent
Louise Lombardi	Parent
Mary Marsh	Education Support Employee
Dana Mathews	Business/Community
Desiree Pank	Parent
Carla Ruttinger	Parent
Suzette Steffer	Principal
Tamara Stephens	Business/Community
Rachel Wildey	Parent
Tony Wildey	Parent
Shirley Walker	Education Support Employee

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 reviewed last year's PIP portion of the SIP and gave input on improvements for next year as well as family involvement activities they would like to see. Those ideas were used in the development of this year's PIP.

Development of this school improvement plan

The majority of their development input is for the Parent Involvement piece of the SIP.

Preparation of the school's annual budget and plan

The SAC is presented with draft budgets and plans. They ask questions, make suggestions, and vote to approve.

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

We do not receive these funds.

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
Mills, Jeannine	Principal
Wade, Janeen	Instructional Coach
Steinberg, Natalie	Teacher, K-12
Bartello, Pasquale	Teacher, K-12
Watson, Sandra	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

Literacy is promoted by using complex text, full implementation of LAFS (K-8), close reading process, writing across the curriculum, DBQ's, and STEM projects. Professional development in the form of instructional workshops, vertical team planning based on instructional/content needs, as well as literacy implemented in every aspect of non-academic practice. The LLT meets once monthly and we analyze data from core reading instruction, assessments, and interventions to determine needs. We also discuss the AR program paired with the Red Hot Reading Parent Involvement piece to determine the best use to promote reading and literacy

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

This year our school is incorporating a bi-monthly 50 minute session of vertically aligned collaborative PD sessions for 3 different groups of teachers: Pre-K through 1st grade; 2nd through 8th grade ELA and Social Studies; and 2nd through 8th grade Math and Science. During these planned and structured sessions the teachers will be involved in PD's learning how to unwrap new FL Standards; begin using collaborative and cooperative learning structures; utilize and facilitate close readings, cumulative and performance writing activities; as well as effectively design and plan for meaningful instruction. Teachers will also plan and write lessons together and as the year progresses we
will begin to utilize the Learning Focus Model to plan with mastery in mind to create the most effective engagement strategies for students.

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

Retaining and recruiting are a constant goal for Yankeetown School. During the screening process we look for Highly Qualified and in-field candidates before interviewing and do our best to not hire anyone out of field.

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

All brand new teachers receive a mentor in their grade level or area to try and give them someone to go to in the area they teach. We also pair teachers that may not be brand new, but new to our school with a mentor. These groups met at the beginning of the school year and participated in an orientation and getting to know each other activities. They also meet on a monthly basis to discuss upcoming events as well as planning for instruction.

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 school utilizes core instructional programs that were state approved and went through the adoption process. We also utilize resources that were created and vetted by the State of Florida, such as CPLAMS.

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 from state assessments is our initial identifier for students that are not at a proficient level. We also use data from iReady, and local district assessments to determine the needs of our students. Based on the data and specific areas of weakness, students will receive interventions in ELA, Math, and Writing. Teachers differentiate instruction in their ELA and Math block based on the student data and document this in their lesson plans.

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: 28,860

Students will be provided with extra time to practice achievement level skills and standards on iReady and Discovery Phonics

Strategy Rationale

With extra achievement level practice students will be able to close current gaps between achievement level and grade level requirements.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Mills, Jeannine, jeannine.mills@levy.k12.fl.us

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

Tutoring sessions will be monitored by student gains in iReady. Baseline data will be obtained and monthly meetings where data is analyzed for positive trends by the leadership team will determine effectiveness for students.

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

The Title I District Office provides a Title I Pre-K/VPK program on our campus. All students are fully integrated into the school thus helping them transition to Kindergarten.

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.

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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.

Areas of need are the following:
Foundation Skills
Quality of Teaching
21st Century Learning/ College and Career Readiness

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.

KG readiness; Performance at grade level; Opportunities for instructional coach to provide PD and modeling in classrooms; Student engagement and collaboration; Problem-based learning, Participation and high performance in classrooms

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 we implement Cooperative Learning strategies and Extended Thinking strategies, then we will see an increase in student achievement and engagement.

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 we implement Cooperative Learning strategies and Extended Thinking strategies, then we will see an increase in student achievement and engagement. 1a

🔍 G071568

Targets Supported 1b

Indicator	Annual Target
Math Gains	60.0
ELA/Reading Gains	60.0
FSA Mathematics - Achievement	50.0
FSA English Language Arts - Achievement	50.0

Resources Available to Support the Goal 2

- Reading Coach modeling and co-teaching
- Effective Tier I instruction and plan for implementing Tier II & III instuction in reading
- Cross-Curricular Writing Expectations
- FSA Portal with questioning/writing resources
- Research-based reading interventions

Targeted Barriers to Achieving the Goal 3

- Collaboration Time
- Teacher Effectiveness and PD time to Practice

Plan to Monitor Progress Toward G1. 8

Gather and extrapolate summative and progress monitoring data

Person Responsible
Janeen Wade

Schedule
Monthly, from 10/15/2014 to 6/5/2015

Evidence of Completion
Possible available data: FSA, FAIR, LIA, iReady, CCR

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 we implement Cooperative Learning strategies and Extended Thinking strategies, then we will see an increase in student achievement and engagement. 1

🔑 G071568

G1.B1 Collaboration Time 2

🔑 B186541

G1.B1.S1 Provide additional time throughout each month for teachers to examine student data andvcollaboratively plan so that Cooperative Learning structures and Extended Thinking Strategies are incorporated into lesson plans. 4

🔑 S197940

Strategy Rationale

Additional time for teachers to lesson plan together will improve plans and therefore improve instruction and teacher effectiveness.

Action Step 1 5

Develop a common planning time for vertical teams to meet and collaborate

Person Responsible

Jeannine Mills

Schedule

On 7/22/2014

Evidence of Completion

Master schedule with common planning times

Action Step 2 5

Create PD session agenda for teachers to use during scheduled collaborative planning time.

Person Responsible

Janeen Wade

Schedule

Every 3 Weeks, from 8/22/2014 to 5/29/2015

Evidence of Completion

Agenda for first meeting and all subsequent meetings

Action Step 3 5

Implement Collaborative Planning twice per month for vertical teams

Person Responsible

Jeannine Mills

Schedule

Every 3 Weeks, from 8/18/2014 to 5/29/2015

Evidence of Completion

Agenda and sign in sheet

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

Leadership team will review the schedules for Collaborative Planning.

Person Responsible

Jeannine Mills

Schedule

Weekly, from 10/20/2014 to 5/29/2015

Evidence of Completion

Completed agendas, Sign in sheets, Lesson plans

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

During data meetings, teachers will be asked to bring in student samples of work to be reviewed as teams from previous PD sessions in order to determine if the additional planning time supports the goal.

Person Responsible

Jeannine Mills

Schedule

Every 3 Weeks, from 9/15/2014 to 5/29/2015

Evidence of Completion

Student work and data

G1.B2 Teacher Effectiveness and PD time to Practice `2`

🔑 B186542

G1.B2.S1 Creating 50 minute blocks, bi-monthly, for teachers to preview, practice, and review teaching practices and instructional structures that should implemented in the classroom daily `4`

🔑 S197941

Strategy Rationale

This will allow teachers to experience and learn the expected strategies and structures in a non-threatening and supportive setting with school leadership who can provide tiered interventions for those that need extra assitance

Action Step 1 `5`

Plan dates for Professional Development days and modeling opportunities

Person Responsible

Jeannine Mills

Schedule

On 8/10/2015

Evidence of Completion

Training dates placed on school calendar

Action Step 2 `5`

Plan for carry out PD sessions with instructional staff with whole group and small groups

Person Responsible

Janeen Wade

Schedule

Every 3 Weeks, from 8/17/2015 to 5/27/2016

Evidence of Completion

Instructional Staff sign-ins and 3-2-1 Learning Evaluation Forms

Plan to Monitor Fidelity of Implementation of G1.B2.S1 `6`

E-mail to Mrs. Mills to ensure planning for PD sessions has been completed.

Person Responsible

Janeen Wade

Schedule

Every 3 Weeks, from 8/13/2015 to 5/24/2016

Evidence of Completion

Email/Presentation

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 `7`

Classroom walk through data

Person Responsible

Jeannine Mills

Schedule

Monthly, from 8/24/2015 to 5/30/2016

Evidence of Completion

By Dec., 50% of my teachers will be implementing Cooperative Learning strategies effectively. By Feb., 100% of my teachers will be implementing Cooperative Learning strategies effectively.

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	Develop a common planning time for vertical teams to meet and collaborate	Mills, Jeannine	7/22/2014	Master schedule with common planning times	7/22/2014 one-time
G1.B2.S1.A1	Plan dates for Professional Development days and modeling opportunities	Mills, Jeannine	8/10/2015	Training dates placed on school calendar	8/10/2015 one-time
G1.B1.S1.A2	Create PD session agenda for teachers to use during scheduled collaborative planning time.	Wade, Janeen	8/22/2014	Agenda for first meeting and all subsequent meetings	5/29/2015 every-3-weeks
G1.B2.S1.A2	Plan for carry out PD sessions with instructional staff with whole group and small groups	Wade, Janeen	8/17/2015	Instructional Staff sign-ins and 3-2-1 Learning Evaluation Forms	5/27/2016 every-3-weeks
G1.B1.S1.A3	Implement Collaborative Planning twice per month for vertical teams	Mills, Jeannine	8/18/2014	Agenda and sign in sheet	5/29/2015 every-3-weeks
G1.MA1	Gather and extrapolate summative and progress monitoring data	Wade, Janeen	10/15/2014	Possible available data: FSA, FAIR, LIA, iReady, CCR	6/5/2015 monthly
G1.B1.S1.MA1	During data meetings, teachers will be asked to bring in student samples of work to be reviewed as teams from previous PD sessions in order to determine if the additional planning time supports the goal.	Mills, Jeannine	9/15/2014	Student work and data	5/29/2015 every-3-weeks
G1.B1.S1.MA1	Leadership team will review the schedules for Collaborative Planning.	Mills, Jeannine	10/20/2014	Completed agendas, Sign in sheets, Lesson plans	5/29/2015 weekly
G1.B2.S1.MA1	Classroom walk through data	Mills, Jeannine	8/24/2015	By Dec., 50% of my teachers will be implementing Cooperative Learning strategies effectively. By Feb., 100% of my teachers will be implementing Cooperative Learning strategies effectively.	5/30/2016 monthly
G1.B2.S1.MA1	E-mail to Mrs. Mills to ensure planning for PD sessions has been completed.	Wade, Janeen	8/13/2015	Email/Presentation	5/24/2016 every-3-weeks

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 we implement Cooperative Learning strategies and Extended Thinking strategies, then we will see an increase in student achievement and engagement.

G1.B1 Collaboration Time

G1.B1.S1 Provide additional time throughout each month for teachers to examine student data andvcollaboratively plan so that Cooperative Learning structures and Extended Thinking Strategies are incorporated into lesson plans.

PD Opportunity 1

Implement Collaborative Planning twice per month for vertical teams

Facilitator

Janeen Wade

Participants

Instructional Staff

Schedule

Every 3 Weeks, from 8/18/2014 to 5/29/2015

G1.B2 Teacher Effectiveness and PD time to Practice

G1.B2.S1 Creating 50 minute blocks, bi-monthly, for teachers to preview, practice, and review teaching practices and instructional structures that should implemented in the classroom daily

PD Opportunity 1

Plan dates for Professional Development days and modeling opportunities

Facilitator

Jeannine Mills

Participants

Reading Coach

Schedule

On 8/10/2015

PD Opportunity 2

Plan for carry out PD sessions with instructional staff with whole group and small groups

Facilitator

Janeen Wade

Participants

Instructional Staff

Schedule

Every 3 Weeks, from 8/17/2015 to 5/27/2016

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	Develop a common planning time for vertical teams to meet and collaborate				$0.00
2	G1.B1.S1.A2	Create PD session agenda for teachers to use during scheduled collaborative planning time.				$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0111 - Yankeetown School			$0.00
			Notes: Reading coach spends roughly 2 hours per week (at $23.26 hourly rate) creating agendas and finding, printing, organizing agendas and resources for collaborative planning			
3	G1.B1.S1.A3	Implement Collaborative Planning twice per month for vertical teams				$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0111 - Yankeetown School			$0.00
			Notes: Reading Coach spends roughly 1 hour per week for 36 weeks (at $23.26 hourly rate) facilitating collaborative planning			
4	G1.B2.S1.A1	Plan dates for Professional Development days and modeling opportunities				$0.00
5	G1.B2.S1.A2	Plan for carry out PD sessions with instructional staff with whole group and small groups				$3,164.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0111 - Yankeetown School			$3,164.00
			Notes: Each instructional staff member receives $23 an hour for 8.5 hours outside of contracted day for participating in extended professional development designed to introduce and practice instructional structures for student engagement.			
					Total:	$3,164.00