

Duval County Public Schools

Waterleaf Elementary



2015-16 School Improvement Plan

Waterleaf Elementary

450 KERNAN BLVD N, Jacksonville, FL 32225

<http://www.duvalschools.org/waterleaf>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	No	45%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	51%

School Grades History

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

**Preliminary Informational Baseline School Grade*

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

School Board Approval

This plan was approved by the Duval County School Board on 12/7/2015.

SIP Authority and Template

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

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

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

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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

To provide educational excellence in every classroom, for every student, every day.

Provide the school's vision statement

Every student is inspired and prepared for success in college, career, and life.

School Environment

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

Waterleaf Elementary has monthly family nights that enable teachers and parents to talk and work together for the growth of our students. Cultural awareness is evident in instruction, social environments, and aspects. Teachers at Waterleaf Elementary also send home individual student interest surveys at the beginning of the school year in order to learn more about the individual students and their families. The survey discusses likes and dislikes, family and academic endeavors. These surveys are used to strengthen relationships with students and parents by addressing their individual needs. The surveys are also used to assist with programming that encourage active parent and student involvement and makes them feel welcome at our school.

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

Our schoolwide behavior system encourages students to talk to adults if they feel unsafe or disrespected in any situation. We encourage students to look to other adults in their lives for encouragement and/or advice. Assemblies have been held to discuss discipline with emphasis on bullying, and respectful behaviors for all students and adults. Students recite the Wolfpack pledge daily and are encouraged to engage in an act of kindness every day. The relationships that the staff and administration build with students on a daily basis help students to feel safe within the school. All doors leading from the outside are kept locked during school hours and all visitors must sign in at the front office to receive a visitor's pass. All teachers and staff wear identification so that students know who they can turn to for assistance when needed.

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

All school personnel are trained in CHAMPs protocol and use this as the main behavioral system to set expectations for behavior. Rituals and routines are in place to ensure engagement and compliance. Classroom referrals are used prior to school referrals which include contact with parents, conferences, and Rtl meetings. Positive referrals are also used to encourage responsible behavior. Our PBIS plan includes restorative justice for disruptive students who exhibit junk behavior.

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

The guidance counselor works with students using Character Education protocols and Second Step curriculum. The media specialist develops lessons based on the character trait of the month. Full Service schools works with individual students and their families when needed. Student of the Month is based on the Character trait for the month. Closed circuit television (WWLE News) explains the character trait of the month, on a daily basis.

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

Waterleaf Elementary communicates with parents monthly via the home-school communication, The Howler. The school's vision and mission are communicated through this means as well. The digital marquee and the school messenger keep parents apprised of upcoming events. Progress reports and report cards are sent home every 4-5 weeks. Parents receive progress reports the fifth week of each nine week period to keep them informed of their student's progress. They also receive regular updates from their child's teacher on the progress via the home-school communication folder. PTA is highly involved in communicating with parents and business partners via email and social media.

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

Community partnerships are secured via our assistant principal and our PTA. The community is very involved in providing resources such as manual labor, supporting family nights, incentives for students, etc. We have partnerships with several local businesses, including, but not limited to, Fresh Market, Chili's, B.J.'s Wholesale Club, East Pointe Baptist Church, Huntington, and CareSpot. They attend several of our family nights and donate multiple items to support our school's programs.

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
Brady, Lisa	Principal
Brown, Janet	Instructional Coach
Baxter, Kevin	Assistant Principal

Duties

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

The Leadership Team is directly involved with developing and implementing the School Improvement Plan. All members are also part of our Extended Leadership Team, who meet Monday mornings weekly to discuss implementation of the SIP. Members will use the problem-solving strategy to look at data, identify needs of the school and individual teachers and students, and will develop strategies and interventions to help meet the goals of the SIP. The principal is key to providing instructional leadership within the school. She actively leads professional development, models lessons for teachers and conducts observations of teachers, giving specific feedback to assist them in their professional growth. The principal also meets with parents and community members to address their needs and build relationships/partnerships with them. The assistant principal also provides instructional leadership within the school. He is instrumental in planning and providing professional development to teachers through PLC's and WOW Days. He conducts observations and provides feedback to teachers. He is also responsible for key operations within the school, including but not limited to supervising paraprofessionals, coordinating testing, textbooks, supervising office staff and custodians and coordinating transportation. He has the responsibility of overseeing the math and science subject area instruction within the school. The school Reading Coach is responsible for planning and providing professional development for teachers in the area of Reading instruction. She also leads teachers through coaching cycles and provides support as needed. She leads teachers through data analysis and using that data to plan future instruction. She also heads up our i-Ready and Achieve 3000 testing and implementation.

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

MTSS/RTI meets twice a month. The team attends all districts workshops concerning Rtl and brings back any/all relevant info to the faculty and presents at meetings and/or trainings to ensure information is received. An agenda is established based upon teacher concerns in the classroom related to academics and/or behavior. The team discusses the concern(s) and assists the teacher in developing a plan for intervention(s) (tier 2 & 3). The team members meet regularly with the staff to assist in supporting the implemented plans. Assistance may include, but is not limited to, conducting classroom observations, assisting with collecting appropriate data, developing graphs/charts that are used to monitor plan progress. Each member of the RTI team are also members of a school-wide team. For example, reading/writing, math/science, accountability, foundations.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Lisa G. Brady	Principal
Shannon Padilla	Parent
Aimee Hendrix	Teacher
Natalia Valenzuela	Parent
Laura Oksendahl	Parent
Kevin Baxter	Teacher
Cheryl Callavini	Business/Community
Kirsten Montenari	Parent
Yvonne Sanchez	Parent
Chris Gonzalez	Business/Community

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

SAC evaluated the goals and objectives each month last year and made suggestions to add or take away items based on how successful they were.

Development of this school improvement plan

SAC was involved in the beginning processes of the SIP this year at the Sept. 10, 2015 meeting. They will be able to see the finished product and make suggestions at the October 15, 2015 meeting.

Preparation of the school's annual budget and plan

SAI dollars will be used for Math tutors for students needing Tier 3 instruction. This was voted on by SAC.

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

\$2,869.57 was spent on supplemental reading materials as follows: Time for Kids for all K-3rd grade students; Social Studies Weekly for all 4th-5th grade students.

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
Brady, Lisa	Principal
Brown, Janet	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The major initiatives are to train and provide modeling for the gradual release method, new curriculum, and software programs (Achieve 3000, i-Ready Reading). The team will also participate in the Rtl work at the school this year. They will provide valuable input into interventions and strategies needed to move our students. Our team consists of other educators in the building.

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

Teachers are given 45 minutes a day for no less than 2 days a week for collaborative planning. PLC's are guided by the Principal, Assistant Principal, and Instructional coach once a week. A half day of professional development is provided by the Principal, Assistant Principal, and Instructional coach once a month for each grade level. Teachers work together to address assessments, lesson planning, data driven center rotations, and small group instruction. Team building activities are included in each professional development and PLC session to assist teachers with getting to know each other and to foster positive working relationships.

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

1. Meet with mentors weekly to discuss various concerns and issues.
2. Coach provides support and models demo lessons in classrooms.
3. Principal will meet with each grade level bi-weekly to provide support.
4. Encourage participation in professional development that will enhance professional growth.
5. Team building activities each month and during weekly professional development meetings.

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

We have paired all first year teachers and teachers who are new to Waterleaf with an experienced, effective teacher. They have common planning time built into their schedules a minimum of 2 times per week. Mentors will observe their mentees and provide feedback while also opening up their own classroom for them to visit.

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

Teachers follow the curriculum guides provided by Duval County Public Schools. These curriculum guides have been aligned to the new Florida State Standards. Teachers use the item specifications provided by the state to guide their instruction as well. Teachers analyze the item specifications and results from district-provided curriculum guide assessments (CGAs) and computer assessments such as i-Ready and Achieve 3000 to plan differentiated instruction for students. They use the curriculum materials provided by the district to plan specific, meaningful instruction for students. Fidelity is monitored by the administrative staff.

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 curriculum guide assessments, classroom assessments, i-Ready and Achieve 3000 is used to plan for small group instruction that is differentiated based on the student need. Small groups range from lower 25% to the top 25% providing either intervention or enrichment. Intervention lessons are based on student need and identified through assessments that provide information on strands that are not mastered. Enrichment is provided for those students who are proficient and need guidance in maintaining their proficiency or improving their level.

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: 32,400

We offer Extended Day at our school before and after school. Students receive extra enrichment activities such as computers, physical fitness activities, and homework assistance.

Strategy Rationale

Students who need after school care should also receive academic instruction as a way of enriching or intervening in their academic lives.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Brady, Lisa, bradyli@duvalschools.org

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

Usage data for Achieve 3000 and i-Ready Reading and Math can be tracked for after school hours. Completion rates and proficiency are used as data. Attendance is also tracked as we have found most students who participate in the program have an excellent attendance rate.

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

In order to prepare the Pre-K students for easy transition into Kindergarten classrooms, the Pre-K programs at our school follow the reading, writing and math standards used in Kindergarten and integrate social studies and science throughout the curriculum. The Pre-K classroom teachers also implement the same rituals and routines as the Kindergarten classrooms in order to prepare them for a smooth transition into Kindergarten. Our Kindergarten students are assessed using i-Ready, FLKRS, and teacher made assessments. Within the first 45 days of enrollment, kindergarten students are given two assessments; the FLKRS for kindergarten readiness and i-Ready to obtain a pre-reading and math benchmark. These results are used to group students for differentiated instruction

and provide strategies for immediate intensive intervention.

In order to prepare fifth grade students for an easy transition to middle school, our fifth grade teachers follow the reading, writing, math and science Florida State Standards and integrate social studies into our reading instruction. Fifth grade students change classes throughout the day to prepare them for changing classes in middle school. Fifth grade students are assessed using classroom assessments, district CGAs, i-Ready, Achieve 3000 and the Florida State Assessment to determine readiness for sixth grade. Results from assessments are used to group students for differentiated instruction and provide strategies for immediate, intensive instruction. The guidance counselor provides fifth grade students with career planning sessions, as well, to assist them with planning for the future and deciding on courses to take once they transition to middle school.

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

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 provide quality differentiation of small group and whole group instruction in all four subject areas, then we will increase student proficiency in Reading/Writing, Math and Science.

- G2.** If we implement the 4 pillars of excellent instruction (Engagement, Understanding, Rigor, and Ownership) daily and consistently, then we will increase student achievement by at least 5% in Reading/Writing, Math and Science.

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 provide quality differentiation of small group and whole group instruction in all four subject areas, then we will increase student proficiency in Reading/Writing, Math and Science. 1a

Targets Supported 1b 🔑 G071976

Indicator	Annual Target
AMO Math - All Students	79.0
AMO Reading - All Students	75.0
FCAT 2.0 Science Proficiency	
FAA Writing Proficiency	

Resources Available to Support the Goal 2

.

Targeted Barriers to Achieving the Goal 3

G2. If we implement the 4 pillars of excellent instruction (Engagement, Understanding, Rigor, and Ownership) daily and consistently, then we will increase student achievement by at least 5% in Reading/ Writing, Math and Science. 1a

G071977

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	75.0
AMO Math - All Students	79.0
FCAT 2.0 Science Proficiency	56.0

Resources Available to Support the Goal 2

- Duval Reads and Duval Math curriculum.
- Item specifications.
- i-Ready Math tool box.
- i-Ready Reading and Math data; Achieve 3000 data.
- Professional Learning Communities and Early Dismissal Professional Development.

Targeted Barriers to Achieving the Goal 3

- Teacher and students unfamiliar with the new curriculum.
- Ensuring rigorous content is taught on a daily basis.

Plan to Monitor Progress Toward G2. 8

Walk through forms will be used to determine PLC or individual needs. Data from i-Ready and Achieve 3000 will be used to monitor student growth.

Person Responsible

Kevin Baxter

Schedule

Biweekly, from 9/18/2015 to 6/10/2016

Evidence of Completion

Walk through forms and data chat forms will be used to monitor progress.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key


G2. If we implement the 4 pillars of excellent instruction (Engagement, Understanding, Rigor, and Ownership) daily and consistently, then we will increase student achievement by at least 5% in Reading/Writing, Math and Science. **1**

 G071977

G2.B1 Teacher and students unfamiliar with the new curriculum. **2**

 B187689

G2.B1.S1 Use PLC's, Early Dismissal Professional Development, classroom walkthroughs, and modeling to increase familiarity with new curriculum. **4**

 S199201

Strategy Rationale

To increase teacher knowledge of new curriculum.

Action Step 1 **5**

Teachers will be given professional development to increase their knowledge of the new curriculum.

Person Responsible

Janet Brown

Schedule

Biweekly, from 9/9/2015 to 6/10/2016

Evidence of Completion

Agendas, exit tickets, sign-in sheets for p.d.

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

Bi-weekly walk throughs will be conducted by the administration and the Reading Coach.

Person Responsible

Lisa Brady

Schedule

Biweekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

A log will be kept of all walk throughs. Feedback forms will be given to teachers and kept by administration.

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

Person Responsible

Schedule

Evidence of Completion

G2.B3 Ensuring rigorous content is taught on a daily basis. 2

 B187691

G2.B3.S1 Rigorous content should be taught on a daily basis in Reading/Writing, Math, and Science. 4

 S199202

Strategy Rationale

Students who work on rigorous content are prepared for future assessments and grade level content.

Action Step 1 5

Rigorous content will be used daily in Reading/Writing, Math, and Science.

Person Responsible

Lisa Brady

Schedule

Daily, from 8/24/2015 to 6/10/2016

Evidence of Completion

Administration will observe lessons being taught and will monitor pacing of the Curriculum Guide.

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Walk throughs will be conducted for fidelity of the curriculum.

Person Responsible

Lisa Brady

Schedule

Biweekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Administration will check lesson plans and will use walk throughs to observe that the lessons are on pace and are being taught with fidelity.

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Administration and the Reading Coach will monitor for effectiveness. Support will be given to those teachers who are struggling with the content and pacing.

Person Responsible

Janet Brown

Schedule

Biweekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Walk through forms and agendas will be used as evidence of implementation.

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
G2.B1.S1.A1	Teachers will be given professional development to increase their knowledge of the new curriculum.	Brown, Janet	9/9/2015	Agendas, exit tickets, sign-in sheets for p.d.	6/10/2016 biweekly
G2.B3.S1.A1	Rigorous content will be used daily in Reading/Writing, Math, and Science.	Brady, Lisa	8/24/2015	Administration will observe lessons being taught and will monitor pacing of the Curriculum Guide.	6/10/2016 daily
G2.MA1	Walk through forms will be used to determine PLC or individual needs. Data from i-Ready and Achieve 3000 will be used to monitor student growth.	Baxter, Kevin	9/18/2015	Walk through forms and data chat forms will be used to monitor progress.	6/10/2016 biweekly
G2.B1.S1.MA1	[no content entered]			one-time	
G2.B1.S1.MA1	Bi-weekly walk throughs will be conducted by the administration and the Reading Coach.	Brady, Lisa	8/24/2015	A log will be kept of all walk throughs. Feedback forms will be given to teachers and kept by administration.	6/10/2016 biweekly
G2.B3.S1.MA1	Administration and the Reading Coach will monitor for effectiveness. Support will be given to those teachers who are struggling with the content and pacing.	Brown, Janet	8/24/2015	Walk through forms and agendas will be used as evidence of implementation.	6/10/2016 biweekly
G2.B3.S1.MA1	Walk throughs will be conducted for fidelity of the curriculum.	Brady, Lisa	8/24/2015	Administration will check lesson plans and will use walk throughs to observe that the lessons are on pace and are being taught with fidelity.	6/10/2016 biweekly

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.

G2. If we implement the 4 pillars of excellent instruction (Engagement, Understanding, Rigor, and Ownership) daily and consistently, then we will increase student achievement by at least 5% in Reading/Writing, Math and Science.

G2.B1 Teacher and students unfamiliar with the new curriculum.

G2.B1.S1 Use PLC's, Early Dismissal Professional Development, classroom walkthroughs, and modeling to increase familiarity with new curriculum.

PD Opportunity 1

Teachers will be given professional development to increase their knowledge of the new curriculum.

Facilitator

Janet Brown, Reading Coach; Kevin Baxter, AP and Math Coach; Lisa Brady, Principal

Participants

All certified teachers

Schedule

Biweekly, from 9/9/2015 to 6/10/2016

G2.B3 Ensuring rigorous content is taught on a daily basis.

G2.B3.S1 Rigorous content should be taught on a daily basis in Reading/Writing, Math, and Science.

PD Opportunity 1

Rigorous content will be used daily in Reading/Writing, Math, and Science.

Facilitator

Janet Brown, Reading Coach; Kevin Baxter, AP and Math Coach

Participants

All certified teachers.

Schedule

Daily, from 8/24/2015 to 6/10/2016

Technical Assistance Items

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

Budget

Budget Data

1	G2.B1.S1.A1	Teachers will be given professional development to increase their knowledge of the new curriculum.	\$0.00
2	G2.B3.S1.A1	Rigorous content will be used daily in Reading/Writing, Math, and Science.	\$0.00
Total:			\$0.00