

Pasco County Schools

# Fox Hollow Elementary School



2015-16 School Improvement Plan

## Fox Hollow Elementary School

8309 FOX HOLLOW DR, Port Richey, FL 34668

www.pasco.k12.fl.us

### School Demographics

<b>School Type</b>	<b>2014-15 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 2)
Elementary	Yes	88%

<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>2015-16 Minority Rate</b> (Reported as Non-white on Survey 2)
No	No	42%

### School Grades History

<b>Year</b>	<b>2014-15</b>	<b>2013-14</b>	<b>2012-13</b>	<b>2011-12</b>
<b>Grade</b>	C*	F	D	C

*\*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 Pasco 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
Priority	4	<a href="#">Jim Browder</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

To inspire and motivate students to become college and career ready through high expectations, respect, and student-oriented work throughout the learning community!

##### **Provide the school's vision statement**

Every Scholar is Ours! All scholars to succeed to their potential.

#### School Environment

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

We value all stakeholders at Fox Hollow Elementary. We have had parent groups create collective commitments that will assist in their child's success. We have opened a Hollow Diner that will allow us to feed our families one night a week , assist with homework and provide mini-workshops on a variety of topics .

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

All scholars are met on the sidewalks by several staff members before they arrive to class. Their teachers greet each scholar at their door. Every classroom on our campus has a designated success space in their room designated to show greatness from the scholars. We hold community clubs before and after school that assist in meeting our school wide goals. Scholars are often polled to receive student feedback . These polls are based on on our Tier One services, PBS, engagement , and other important topics.

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

We have implemented a strong tiered system to increase attendance and decrease ODR's. We have a set ticket that is given to scholars that are following our school rules: Be Safe, Be Respectful, or Be Responsible. These tickets are dropped off in the cafeteria daily. At 3:15 each day two ticket earners are selected from each grade level. These scholars names are called on the PA system prior to dismissal. Ticket winners report to the office , on their way to dismissal, to receive a certificate and an owl pencil. In addition to these tickets, each class tracks their daily attendance and colors in a piece of a pie if all scholars are present and on time. When twenty days are colored in they will receive a class prize. Each month scholars that haven't missed more than one day or more than 3 sign out/ tardies will receive an incentive card to use the following month. We have created a flowchart to follow sequence with behavior and attendance if it passed criteria for Tier One. If attendance passes the three sign-outs/tardies or more than one absence that scholar is sent over to the tier system. The tier two system allows scholars to have a one on one check in/ check out mentor on campus. This is a staff member who encourages them to be at school, problem solves with them, and contacts parents. We have held a PBS training session with all staff in August. Monthly we will collect data and continue PD as needed.



In addition to staff data, we will ask scholars to participate in surveys on what they are receiving and changes that may make it better.

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

We are offering guidance in three forms this year. All instructional staff attended a training session with our School Counselor to learn of the options. Scholars may come to the Student Success Suite to have guidance lessons, Counselor may push into Town Hall meetings, or small group lessons will be differentiated as needed.

**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**

Our early warning system will include monthly data. Scholars are pre identified prior to school beginning that ended the year in the red zone for attendance. They will begin with a check in and check out partner. In addition, in one months time a scholars will be flagged if they have missed more than one day and has a total of 3 sign outs/tardies. They will also be flagged if they have one or more referrals in the time frame. Lowest quartile scholars are and will be identified on an ongoing basis. These scholars will be met with on a bi-weekly schedule to ensure assistance is being given and is being monitored.

**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	
Attendance below 90 percent	5	20	13	12	16	9	75
One or more suspensions	0	1	0	0	0	0	1
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	

*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**

Level One and retained scholars will be progress monitored on a monthly basis. Monthly scholars data will be reviewed to note response to intervention and progress monitor growth.

**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**

Our goal at Fox Hollow is make parents part of our team.

We will hold two events during the month. One of those events will be a social evening and the other event will be tied to curriculum and standards. Families will become familiar with CCSS and how they can assist in creating learners that are preparing to be successful life, college and careers.

We have incorporated a program called Watch Dogs. This program allows our fathers to become involved at a level they have not been before. We have a committed dad to be present on campus EVERY day of the school year. Dad's are helping with morning arrival, visiting classrooms, observing in the cafeteria and assisting with learners. We will also have an active chapter of All Pro Dad's and imoms to encourage relationship building between parental figures and our scholars.

**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 have 32 business partners that support the efforts at Fox Hollow Elementary. We communicate the monthly newsletter , share our needs and our success stories with partners. During the summer a goodie bag was created for each business partner. Admin hand delivered these and thanked partners for their support. Admin shared upcoming events and how they could have an active role in meeting our goals this year. These partnerships will also be highlighted on our social media!

**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
Scilex, Dawn	Principal
Kinzie, Karyn	Assistant Principal
Barrett, Stephane	Teacher, K-12
Bennett, Amy	Teacher, K-12
Hall, Anna	Teacher, K-12
Leach, maureen	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 school-based MTSS School-Based Leadership Team's (MTSS-SBLT) goal is to continue to build capacity and sustainability for MTSS practices across grade levels and roles. The MTSS-SBLT PLC Facilitators will be responsible for facilitating and monitoring school-wide implementation for MTSS academic and behavior. The Pasco-School Assessment of Problem-Solving Implementation (P-SAPSI) will be used to help identify school wide needs and to monitor effectiveness of MTSS implementation in consensus, infrastructure, and implementation domains. Identified PLC leaders will facilitate weekly PLC meetings which begin with school wide goals and assist the team with staying focused on goals and action plans created by team.

**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**

Through PLC's each grade level will go through the problem solving cycle with data every 4-6 weeks. This will allow teachers to look at live data, determine the need based on data, identify the problem and create instructional changes needed to better suite the learners in front of them.

Title I and Title II funding will be used to provide professional development opportunities to teachers and administrators to address the specific academic achievement needs of the school.

Title I and Title II funding will be used to provide professional development opportunities to teachers and administrators to address the specific academic achievement needs of the school.

Title III funds will be coordinated with Title I funds to provide extra support to English Language Learners (ELLs) by offering before school tutoring in academic language acquisition, to assist ELLs meet the academic content and English proficiency standards.

SAI funds are used to provide students extended day academic services. These students are identified based on need reflecting the analysis of academic data.

Guidance Programs such as Bullying Prevention, Peer Mediation, Counseling, etc...

Cafeteria Programs and events, Business Partnerships, and Human Growth and Development Curriculum. Free breakfast is provided daily to all students at Fox Hollow Elementary. This breakfast is funded by the Food and Nutrition Department in the district.

Our school provides head start services for approximately sixty students. These students are between the ages of 3 and 5.

### School Advisory Council (SAC)

#### Membership:

Name	Stakeholder Group
	Teacher
Karyn Kinzie	Principal
Dawn Scilex	Principal
Joseph Sylvester	Parent
Joey Mandrizza	Business/Community
	Student

#### 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*

This past year our SAC met every month. This group assisted us with problem solving school issues, monitor data and developing as a community.

*Development of this school improvement plan*

The SAC plays a vital role in the development and implementation of the School Improvement Plan. The SAC council meets every month or at least eight months per school year. Initial meetings are used to formulate the School Improvement Plan and then later meetings deal with analyzing school data, monitoring the SIP, and looking at both school and community needs as they develop.

*Preparation of the school's annual budget and plan*

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

School improvement funds will be used to support our school wide Positive Behavior Support system amounts to be determined by committee.

**Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC**

No

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

**Literacy Leadership Team (LLT)**

**Membership:**

Name	Title
Barrett, Stephane	Teacher, K-12
Bennett, Amy	Teacher, K-12
Hall, Anna	Teacher, K-12
Kinzie, Karyn	Assistant Principal
Leach, maureen	Teacher, K-12
Scilex, Dawn	Principal

**Duties**

**Describe how the LLT promotes literacy within the school**

One major initiative this year is to improve reading and writing across curriculum. Scales have been provided to monitor evidence of writing across curriculum. School wide rubrics will be used to measure success and achievement of individual, grade level and school wide achievement.

Another initiative of this work group will be to establish instructional routines in regards to guided reading groups. Professional Development will be attended by staff, time for observation, modeling of best practices during guided reading groups and coaching cycle for continuous feedback is available for staff members.

**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**

Each academic team was asked to create collective commitments that they would hold each other accountable for through the year. Teams engage in collaboration on an ongoing basis. Protected time has been set aside for 80 minutes a week to participate in collaborative data analysis and problem solving. Staff have been encouraged to notice when another staff member is doing work towards our school goals. Certificates are given to the teams to combine until they have reached twenty. At that point the academic team is recognized and will receive lunch from administration. Monthly celebration meetings occur so each team can highlight the success their team has had the past four weeks. Monthly Peer Pair/Shares will occur. This will allow individuals to display their strengths and other peers to attend their session on best practices.

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

Administration and Teacher Leader, Geri Spear provide a New Teacher Training Program that will meet once a month to ensure newly hired staff have the training needed to be successful.

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

Our new teachers have all been assigned an official mentor. The mentors have been established based on common curriculum, grade level standards and matching specific needs of newly hired staff. September 10, 2014 will be the first new teacher meeting. School Based Staff Development/New Teacher Committee – trainings, workshops, and information sessions provided each month, school wide trainings, Professional Learning Communities and New Teacher Committee participation.

## **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 core instructional resources used in Pasco County are aligned to the Common Core Standards. Teachers are given a protected block of time to analyze Florida Standards as they plan instruction.

#### **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***

As a school, we will meet monthly to have IRLA Trajectories. These data meetings will allow us data to create differentiated instruction to all scholars in our building. Scholars will have support in place on their level.

Action plans in math are also created in all grades to create action steps for all scholars.

***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:** 3,600

The Extended Day Program in reading/writing is designed to meet the needs of students who are pursuing a standard diploma and who are experiencing difficulty meeting district minimum standards in reading/writing. Students' with a Progress Monitoring Plan will be given priority to participate in this program. The Extended School Day Program follows a organizational framework for learning, which includes a combination of grouping structures for supporting student application of target skills and concepts. Focused instruction provides students with more explicit instruction aligned with key concepts taught during the school day through previewing, extending, and supporting lessons in order for students to receive more academic engaged time to learn the essential literacy skills they are struggling with in the classroom. The instructional cycle for student learning will include both instruction and practice. Students will be reading and writing at least 50% of each intervention lesson.

The Extended Day Program in math is designed to meet the needs of students who are pursuing a standard diploma and who are experiencing difficulty meeting district minimum standards in mathematics. Students' with a Progress Monitoring Plan will be given priority to participate in this program. The Extended Day Program in math instruction will be student-focused, including hands-on activities, and encouraging school-home connections. Ongoing assessment will ensure that students are working at levels that are challenging and achievable based on their unique needs.

### **Strategy Rationale**

#### **Strategy Purpose(s)**

- Instruction in core academic subjects

#### **Person(s) responsible for monitoring implementation of the strategy**

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

Student progress over time in reading/writing will be evaluated using a pre, post, and ongoing progress monitoring assessments. Ongoing assessment through conferencing will ensure that students are working at levels that are challenging and achievable and that students are receiving just in time feedback for progressing towards meeting standards.

Student progress on unit tests will be used to measure growth and provide diagnostic information. The regular education teacher will administer the assessments and that information will be provided to the extended day teacher. Additional assessments may include HMH Go Math! and Discovery Education Benchmark Tests.

## **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**

At Fox Hollow Elementary School, early assessment is completed soon upon their arrival to assist with differentiate instruction. Students coming in from kindergarten have a wide array of skills and educational backgrounds. All students are in the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter knowledge, and Phonological Awareness/Processing. Screening data

will be collected and aggregated by the middle of September 2014. Data will be used to plan daily academic and social/emotional instruction for all students and for groups or individual students who may need intervention beyond core instruction. Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social emotional skills identified by screening data.

### College and Career Readiness

*Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations*

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

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

*Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes*

## Needs Assessment

### Problem Identification

#### Data to Support Problem Identification

##### Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

##### Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

.

#### Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

### Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** If we implement the characteristics of a proactive environment for all stakeholders then learning outcomes for scholars will increase.

## 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 the characteristics of a proactive environment for all stakeholders then learning outcomes for scholars will increase. 1a

G072869

**Targets Supported** 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	50.0
Math Achievement District Assessment	75.0
ELA Achievement District Assessment	75.0
School Climate Survey - Student	80.0

**Resources Available to Support the Goal** 2

- Regional Team Support
- Administration Accountability
- Mentoring Program
- Hollow Diner
- Watch D.O.G.S.
- Guidance Support
- Protected Planning Time
- Instructional Trainer Coaches
- Standards Based Resources
- ELA and Math Evidence Guides
- Peer Pair/Share Sessions

**Targeted Barriers to Achieving the Goal** 3

- Lack of understanding elements of Evidence Guide
- Untimely use of data
- Lack of Marzano's Desired Effects

**Plan to Monitor Progress Toward G1.** 8

Student benchmark data will be collected and analyzed after each testing window to monitor students' academic progress. Monthly IRLA trajectories will determine small group support.

**Person Responsible**

Dawn Scilex

**Schedule**

Quarterly, from 9/1/2015 to 6/3/2016

**Evidence of Completion**

Data Chats will be held during protected PLC time. Tiered plans of action will be driven based data results.

## 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 the characteristics of a proactive environment for all stakeholders then learning outcomes for scholars will increase. **1**

 G072869

**G1.B1** Lack of understanding elements of Evidence Guide **2**

 B190231

**G1.B1.S1** Provide protected time and proper coaching using Evidence Guides and best practices **4**

 S201588

#### Strategy Rationale

With high level questioning and support, teachers will increase level of implementation.

#### Action Step 1 **5**

Create master schedule that allows for an 80 minute protected block of time to discuss evidence guide.

#### Person Responsible

Dawn Scilex

#### Schedule

Weekly, from 9/1/2015 to 6/3/2016

#### Evidence of Completion

PLCs will meet on scheduled day.

**Action Step 2** 5

Ensure instructional support is in place for beginning of school year.

**Person Responsible**

Karyn Kinzie

**Schedule**

On 8/17/2015

***Evidence of Completion***

All classes assigned a teacher

**Action Step 3** 5

Informal walkthrough data to gather evidence of using Evidence guide

**Person Responsible**

Dawn Scilex

**Schedule**

Daily, from 8/31/2015 to 6/3/2016

***Evidence of Completion***

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

Administration and Coaches are actively involved in PLC work.

**Person Responsible**

Karyn Kinzie

**Schedule**

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

***Evidence of Completion***

PLC facilitators will turn in agendas for weekly PLC work.

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

Administration Team will meet with Coaches.

**Person Responsible**

Dawn Scilex

**Schedule**

Weekly, from 8/18/2014 to 6/3/2016

**Evidence of Completion**

Coaching notes will be reviewed and coaching needs will be discussed.

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

Teachers will receive bi weekly feedback on best practices specific to recent PD.

**Person Responsible**

Dawn Scilex

**Schedule**

Weekly, from 8/31/2015 to 6/3/2016

**Evidence of Completion**

Weekly, administration will share feedback and discuss follow up needs.

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

Data will be collected to monitor the effectiveness of the strategy.

**Person Responsible**

Karyn Kinzie


**Schedule**

Every 6 Weeks, from 8/31/2015 to 6/3/2016


**Evidence of Completion**

The evidence that will be collected will include: Evidence Guide Walk Through data Teacher input through informal surveys and reflections on learning; Coaching logs will be reviewed for effectiveness of strategies; Teacher feedback follow up by administration.

**G1.B2** Untimely use of data 2

 B190232

**G1.B2.S1** Provide PD to instructional staff on how to gather, analyze and use data to drive instruction. Teachers will engage in the problem solving cycle to drive their instruction. Calendar of strategically scheduled data chats will be provided to instructional staff. 4

 S201590

**Strategy Rationale**

Teachers lack knowledge on when and how to properly use data to change instruction.

**Action Step 1** 5

Data analysis PD

**Person Responsible**

Dawn Scilex

**Schedule**

Weekly, from 9/1/2015 to 6/3/2016

**Evidence of Completion**

Regional Team to support PLC work by providing math data dig with previous year's data.

**Action Step 2** 5

Create calendar to strategically map out data chats.

**Person Responsible**

Karyn Kinzie

**Schedule**

On 6/3/2016

**Evidence of Completion**

Hard copy of calendar provided to all instructional staff.

**Action Step 3** 5

PLC teams use the problem solving cycle while participating in Data Chats.

**Person Responsible**

Karyn Kinzie

**Schedule**

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

**Evidence of Completion**

Action Plans from the PLC meetings.

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

Attendance of participation in Math Data Dig PD.

**Person Responsible**

Dawn Scilex

**Schedule**

On 9/10/2015

**Evidence of Completion**

Sign-In Sheet

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

During PLC time, teachers will use data to work through the problem solving cycle.

**Person Responsible**

Karyn Kinzie

**Schedule**

On 6/3/2016

**Evidence of Completion**

Action Plans will be collected and monitored by PLC facilitators.

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

Data Chats will be held according to scheduled days. This will include monthly IRLA Trajectories and quarterly ELA/Math assessments.

**Person Responsible**

Karyn Kinzie

**Schedule**

Quarterly, from 9/8/2015 to 6/3/2016

***Evidence of Completion***

Data Chat notes and action plans.

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

Implementation of Action Plan

**Person Responsible**

Dawn Scilex

**Schedule**

Biweekly, from 9/1/2015 to 6/1/2016

***Evidence of Completion***

Progress monitoring updates during PLCs.

**G1.B3 Lack of Marzano's Desired Effects** 2

B190233

**G1.B3.S1 PD to explicitly teach the desired effects of Marzano's 7 + 1 Elements.** 4

S201591

**Strategy Rationale**

Teachers lack an understanding of the 7 +1 focus elements.

**Action Step 1** 5

Schedule PD with the NorthWest PD Specialist

**Person Responsible**

Karyn Kinzie

**Schedule**

Monthly, from 6/10/2014 to 6/1/2016

**Evidence of Completion**

Attendance log and calendar

**Plan to Monitor Fidelity of Implementation of G1.B3.S1** 6

Teachers will participate in scheduled PD.

**Person Responsible**

Dawn Scilex

**Schedule**

Monthly, from 8/29/2014 to 6/1/2016

**Evidence of Completion**

Teachers will complete the assigned task required before PD sessions.



**Plan to Monitor Effectiveness of Implementation of G1.B3.S1** 7

Teachers will engage in intentional planning around the desired effects.

**Person Responsible**

Karyn Kinzie

**Schedule**

Weekly, from 8/29/2014 to 6/2/2015

**Evidence of Completion**

PLC notes, Unit Plans, Assessment Results (DE, Unit, Informal)

**G1.B3.S2** Hold teachers accountable for intentional planning of elements and the desired effects. 4

 S201592

**Strategy Rationale**

If teachers do not focus on the desired effects then there is a lack of student engagement in the classroom.

**Action Step 1** 5

Staff members participate in Peer Observations using desired effect checklist and scholar questions.

**Person Responsible**

Dawn Scilex

**Schedule**

Monthly, from 9/15/2014 to 6/1/2016

**Evidence of Completion**

Checklist and scholar questions will be collected and analyzed. Follow up from administration and coaches. Share out with staff.

**Plan to Monitor Fidelity of Implementation of G1.B3.S2 6**

Provide peer observation schedules and coverage

**Person Responsible**

Karyn Kinzie

**Schedule**

Quarterly, from 10/20/2014 to 6/1/2016

**Evidence of Completion**

Observation schedule, Coverage schedule

**Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7**

Completion of the peer checklist.

**Person Responsible**

Dawn Scilex

**Schedule**

Quarterly, from 10/20/2014 to 6/1/2016

**Evidence of Completion**

Checklist data.

**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	Create master schedule that allows for an 80 minute protected block of time to discuss evidence guide.	Scilex, Dawn	9/1/2015	PLCs will meet on scheduled day.	6/3/2016 weekly
G1.B2.S1.A1	Data analysis PD	Scilex, Dawn	9/1/2015	Regional Team to support PLC work by providing math data dig with previous year's data.	6/3/2016 weekly
G1.B3.S1.A1	Schedule PD with the NorthWest PD Specialist	Kinzie, Karyn	6/10/2014	Attendance log and calendar	6/1/2016 monthly
G1.B3.S2.A1	Staff members participate in Peer Observations using desired effect checklist and scholar questions.	Scilex, Dawn	9/15/2014	Checklist and scholar questions will be collected and analyzed. Follow up from administration and coaches. Share out with staff.	6/1/2016 monthly
G1.B1.S1.A2	Ensure instructional support is in place for beginning of school year.	Kinzie, Karyn	8/17/2015	All classes assigned a teacher	8/17/2015 one-time
G1.B2.S1.A2	Create calendar to strategically map out data chats.	Kinzie, Karyn	9/1/2015	Hard copy of calendar provided to all instructional staff.	6/3/2016 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A3	Informal walkthrough data to gather evidence of using Evidence guide	Scilex, Dawn	8/31/2015		6/3/2016 daily
G1.B2.S1.A3	PLC teams use the problem solving cycle while participating in Data Chats.	Kinzie, Karyn	8/24/2015	Action Plans from the PLC meetings.	6/3/2016 quarterly
G1.MA1	Student benchmark data will be collected and analyzed after each testing window to monitor students' academic progress. Monthly IRLA trajectories will determine small group support.	Scilex, Dawn	9/1/2015	Data Chats will be held during protected PLC time. Tiered plans of action will be driven based data results.	6/3/2016 quarterly
G1.B1.S1.MA1	Data will be collected to monitor the effectiveness of the strategy.	Kinzie, Karyn	8/31/2015	The evidence that will be collected will include: Evidence Guide Walk Through data Teacher input through informal surveys and reflections on learning; Coaching logs will be reviewed for effectiveness of strategies; Teacher feedback follow up by administration.	6/3/2016 every-6-weeks
G1.B1.S1.MA1	Administration and Coaches are actively involved in PLC work.	Kinzie, Karyn	8/25/2015	PLC facilitators will turn in agendas for weekly PLC work.	6/3/2016 weekly
G1.B1.S1.MA2	Administration Team will meet with Coaches.	Scilex, Dawn	8/18/2014	Coaching notes will be reviewed and coaching needs will be discussed.	6/3/2016 weekly
G1.B1.S1.MA3	Teachers will receive bi weekly feedback on best practices specific to recent PD.	Scilex, Dawn	8/31/2015	Weekly, administration will share feedback and discuss follow up needs.	6/3/2016 weekly
G1.B2.S1.MA1	Implementation of Action Plan	Scilex, Dawn	9/1/2015	Progress monitoring updates during PLCs.	6/1/2016 biweekly
G1.B2.S1.MA1	Attendance of participation in Math Data Dig PD.	Scilex, Dawn	9/8/2015	Sign-In Sheet	9/10/2015 one-time
G1.B2.S1.MA2	During PLC time, teachers will use data to work through the problem solving cycle.	Kinzie, Karyn	9/8/2015	Action Plans will be collected and monitored by PLC facilitators.	6/3/2016 one-time
G1.B2.S1.MA3	Data Chats will be held according to scheduled days. This will include monthly IRLA Trajectories and quarterly ELA/Math assessments.	Kinzie, Karyn	9/8/2015	Data Chat notes and action plans.	6/3/2016 quarterly
G1.B3.S1.MA1	Teachers will engage in intentional planning around the desired effects.	Kinzie, Karyn	8/29/2014	PLC notes, Unit Plans, Assessment Results (DE, Unit, Informal)	6/2/2015 weekly
G1.B3.S1.MA1	Teachers will participate in scheduled PD.	Scilex, Dawn	8/29/2014	Teachers will complete the assigned task required before PD sessions.	6/1/2016 monthly
G1.B3.S2.MA1	Completion of the peer checklist.	Scilex, Dawn	10/20/2014	Checklist data.	6/1/2016 quarterly
G1.B3.S2.MA1	Provide peer observation schedules and coverage	Kinzie, Karyn	10/20/2014	Observation schedule, Coverage schedule	6/1/2016 quarterly

## Appendix 2: Professional Development and Technical Assistance Outlines

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

## Professional Development Opportunities

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

**G1.** If we implement the characteristics of a proactive environment for all stakeholders then learning outcomes for scholars will increase.

**G1.B1** Lack of understanding elements of Evidence Guide

**G1.B1.S1** Provide protected time and proper coaching using Evidence Guides and best practices

### **PD Opportunity 1**

Create master schedule that allows for an 80 minute protected block of time to discuss evidence guide.

#### **Facilitator**

Administration/ Instructional Coaches

#### **Participants**

All instructional Staff

#### **Schedule**

Weekly, from 9/1/2015 to 6/3/2016

### **PD Opportunity 2**

Informal walkthrough data to gather evidence of using Evidence guide

#### **Facilitator**

Scilex, Dawn

#### **Participants**

all instructional staff

#### **Schedule**

Daily, from 8/31/2015 to 6/3/2016

## G1.B2 Untimely use of data

**G1.B2.S1** Provide PD to instructional staff on how to gather, analyze and use data to drive instruction. Teachers will engage in the problem solving cycle to drive their instruction. Calendar of strategically scheduled data chats will be provided to instructional staff.

### PD Opportunity 1

Data analysis PD

#### Facilitator

Dan Wolfe/Chris Church

#### Participants

All PLC Teams

#### Schedule

Weekly, from 9/1/2015 to 6/3/2016

### PD Opportunity 2

PLC teams use the problem solving cycle while participating in Data Chats.

#### Facilitator

Jeremy Blair/ Administration

#### Participants

All staff

#### Schedule

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

**G1.B3** Lack of Marzano's Desired Effects

**G1.B3.S1** PD to explicitly teach the desired effects of Marzano's 7 + 1 Elements.

**PD Opportunity 1**

Schedule PD with the NorthWest PD Specialist

**Facilitator**

PD specialist

**Participants**

Instructional Staff

**Schedule**

Monthly, from 6/10/2014 to 6/1/2016

**G1.B3.S2** Hold teachers accountable for intentional planning of elements and the desired effects.

**PD Opportunity 1**

Staff members participate in Peer Observations using desired effect checklist and scholar questions.

**Facilitator**

Administration/Coaches

**Participants**

Instructional Staff

**Schedule**

Monthly, from 9/15/2014 to 6/1/2016

## 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	Create master schedule that allows for an 80 minute protected block of time to discuss evidence guide.	\$0.00
2	G1.B1.S1.A2	Ensure instructional support is in place for beginning of school year.	\$0.00
3	G1.B1.S1.A3	Informal walkthrough data to gather evidence of using Evidence guide	\$0.00
4	G1.B2.S1.A1	Data analysis PD	\$0.00
5	G1.B2.S1.A2	Create calendar to strategically map out data chats.	\$0.00
6	G1.B2.S1.A3	PLC teams use the problem solving cycle while participating in Data Chats.	\$0.00
7	G1.B3.S1.A1	Schedule PD with the NorthWest PD Specialist	\$0.00
8	G1.B3.S2.A1	Staff members participate in Peer Observations using desired effect checklist and scholar questions.	\$0.00
<b>Total:</b>			<b>\$0.00</b>