

Taylor County Elementary School

1600 E GREEN ST, Perry, FL 32347

http://www.edline.net/pages/taylor_county_es

School Demographics

| | | |
|--------------------|-------------------------------|---|
| School Type | 2014-15 Title I School | 2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2) |
| Elementary | Yes | 61% |

| | | |
|-------------------------------|-----------------------|---|
| Alternative/ESE Center | Charter School | 2015-16 Minority Rate (Reported as Non-white on Survey 2) |
| No | No | 37% |

School Grades History

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

**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 Taylor 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 | 4 |
| Differentiated Accountability | 5 |
| Current School Status | 8 |
| 8-Step Planning and Problem Solving Implementation | 16 |
| Goals Summary | 16 |
| Goals Detail | 16 |
| Action Plan for Improvement | 19 |
| Appendix 1: Implementation Timeline | 27 |
| Appendix 2: Professional Development and Technical Assistance Outlines | 28 |
| Professional Development Opportunities | 29 |
| Technical Assistance Items | 32 |
| Appendix 3: Budget to Support Goals | 0 |

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 | 1 | Melissa Ramsey |
| Former F | Turnaround Status | |
| No | | |

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Taylor County Elementary School is committed to providing all students with a safe, positive and challenging learning environment that enables all learners to become well-prepared, productive and contributing citizens in the 21st century.

Provide the school's vision statement

Taylor County Elementary School will assist all students with the recognition and development of individuality, self-growth and responsibility while using a variety of strategies and cooperative efforts throughout the school, home and community.

School Environment

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

Taylor County Elementary School has a variety of programs designed to build relationships between staff, students, and parents. We have Academic Parent Teacher teams three times per year where parents are invited to a nightly event where they have an opportunity to look at their child's progress and have educational discussions with the teacher. Grandparents day is held on time per year and grandparents or "grandfriends" are invited to have lunch with their children. We also have a behavior club for students who have exhibited a need for intervention where students are taught skills necessary to be successful in the classroom. The behavior interventionist gets to know the children in a small setting and communicates with the classroom teacher about goals and strategies. We also have implemented an "Elite Dawgs" mentoring program for male students in need of a mentor.

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

There are specific procedures for students during all times of the day. There are also specific behavior expectations that are school wide in all areas of the school. Each grade level has a designated area in the morning time where they go if they do not eat breakfast. There are at least two adults supervising each area. After school, there are also specific routines and procedures for bus riders and pick ups. There is a dean on campus as well as a behavioral specialist on campus. After reviewing end of the year survey data, parents, students, and teachers feel safe and appreciated at TCES.

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

The school wide behavioral system that is in place at Taylor County Elementary is composed of many different initiatives that make up the Positive Behavioral Support System. We have incorporated the use of Class Dojo throughout the entire school, grades 3 through 5. Class Dojo is a very visual and interactive way to track positive and negative behaviors. Teachers were provided a workshop prior to the school's start that ensured all were given the proper knowledge base to operate the program. Teachers connect with parents and students through weekly reports and general comments about

each student's behavior. Class Dojo is the framework in which students earn Dawg Dollars to eventually buy positive behavior rewards. Class Dojo has allowed our school to have a uniformed class management style. Transitions from class to class grade to grade and should be easier for students in the upcoming years.

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 administrative team mentors high need students and works collaboratively with parents and teachers to meet the needs of all students. Mentoring is ongoing throughout all years at TCES. The administrative team also communicates with the following counseling agencies to provide individual and family counseling for students: Florida Therapy, Capital City Youth Services, FSU, and Apalachee Mental Health. We also have support from Big Bend Hospice and Childrens Home Society.

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

SBLT meets twice per nine weeks to review Early Warning System data. Students falling on the Early Warning System in multiple areas are priority. Parent conferences are scheduled with parents, teachers, and interventionists to review data and see if adjustments need to be made with current curriculum.

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

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

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

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

| Indicator | Grade Level | Total |
|--|-------------|-------|
| Students exhibiting two or more indicators | | |

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

Taylor County Elementary School is implementing an intervention plan school wide as a standard protocol for students identified by early warning indicators. Interventions implemented daily through small groups in the classroom. There are also additional interventions for reading and math. Failure free reading is provided to sixty of our highest need students and Ascend math is provided for sixty of our highest need math students. Other students that are struggling are invited to attend our after school SES program. An ESE teacher and a Speech Pathologist will work with LI, SLD, and OHI students in classes to support the General Education teacher.

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 accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/24330>.

Description

A PIP has been uploaded for this school or district - see the link above.

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

Taylor County Elementary partners with various groups in order to increase community involvement in the schools. Character Now is a mentoring group that provides supports for students. The Master Gardeners come one day a week to provide nutrition education to our third and fourth grade students. They have several raised garden beds at the school as well as an outdoor classroom. This activity is provided through a UF grant that provides healthy snacks and teaches students how to make snacks from what they have grown. Tree Capital/FSU Credit Union partners with TCES and provides a store where students can purchase items with bucks they have received from behavior, attendance, or good academic performance.

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 |
|-------------------|---------------------|
| Powers, Debby | Instructional Coach |
| Guenther, Sabrina | Instructional Coach |
| King, Rodney | Dean |
| Lytle, Sabrina | Assistant Principal |
| Finley, Charles | Principal |

Duties

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

Charles Finley--Principal
Sabrina Lytle Assistant Principal
Rodney King--Dean
Debby Powers--Reading Coach

Sabrina Guenther--Math/Science Coach

Kelli Brannen--ESE Specialist

The SBLT works collaboratively with one another and teachers to provide a supportive environment for all stakeholders. They provide feedback through observations, facilitating common planning meetings, make sure that the SIP action steps are carried out, and supports teachers in any way necessary.

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

Teachers meet with team members to review tier 2 data. If issues arise where students are not reaching goals, they contact an MTSS member. The MTSS member meets with the teacher to look at data and make decisions based on that data. If tier 3 interventions are needed, based on the data presented, a MTSS meeting is scheduled with the team and parent to plan individualized interventions for the student. This year, we will begin putting our MTSS tier 2 and 3 data into Performance Matters. TCES provides after school tutoring as a tier 2 intervention, TIT, Ascend Math, and Failure Free Reading. In addition, classroom teachers provide tier 2 interventions from the Core reading program, "Journeys", based on student need.

School Advisory Council (SAC)

Membership:

| Name | Stakeholder Group |
|---------------------|----------------------------|
| Jamilla Nance | Parent |
| John Nance | Parent |
| Wade Goodman | Parent |
| Alicia Chaney | Parent |
| Carlotta Washington | Parent |
| Sabrina Lytle | Principal |
| Sabrina Guenther | Education Support Employee |
| Charles Flinley | Principal |
| Debby Powers | Education Support Employee |
| Jerry Webb | Teacher |
| Clerra Sparrow | Teacher |
| Kim Anderson | Teacher |

Duties

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

Evaluation of last year's school improvement plan

The SAC had a meeting and each member was provided with a copy of the SIP. Members were encouraged to review the plan and provide feedback. The Principal offered a question and answer

time and went through the plan to explain how it was written. SAC provided feedback if they had suggestions.

Development of this school improvement plan

The Committee assists in the development of the school improvement plan and provide recommendations on specific components of the plan to include goals of the school, indicators of school and student progress, and strategies of procedures to measure student performance.

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

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 |
|-----------------|---------------------|
| Lavalle, Cherie | Teacher, K-12 |
| Powers, Debby | Instructional Coach |
| Lytle, Sabrina | Assistant Principal |

Duties

Describe how the LLT promotes literacy within the school

We have an AR program that is sponsored by our VIP's; this includes individual and class awards for reading. We participate in Literacy Week in January and will have community leaders and district personnel read in classes on National Reading Day. We have incentives throughout the year. We always do Book It and Sonic offers free food and drink certificates to readers during the school year and for Summer Camp students.

In addition to the above members, the following are on the LLt

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

The SBLT created a master schedule that ensures teachers have common planning time with same grade level and subject area teachers. Grade level teams also meet as needed to collaborate with one another. Content area coaches will meet with grade level subject area teachers one time per week during common planning time to facilitate collaborative planning with teachers.

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

The administrative team supports and provides continuous professional development. All instructional personnel are members of a professional learning community. Teachers are provided classroom and professional support through content area coaching. The administrative team adheres to district policies to ensure highly qualified teachers are hired. All classrooms are equipped with smartboards and our campus has four computer labs to accommodate all progress monitoring expectations. Teachers are provided a common planning period within their designated teams. All students are equipped with 1 to 1 devices and all teachers are issued a laptop. Coaches will be planning with teachers weekly to ensure support. The administrative team is responsible for monitoring these strategies.

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

A mentor teacher will be assigned to any teachers with a temporary certificate and/or any teachers in need of additional support for professional growth. These teachers are given opportunities to observe model classrooms while receiving assistance as needed. New teachers will receive assistance with the acclimation of overall school culture through a one-on-one collaborative partnership with their assigned mentor teacher. All mentor teachers will be clinically trained and will facilitate the instructional development/ growth of their assigned colleague in need of assistance. The planned mentoring activities will include but are not limited to common Professional Learning Communities, common planning, and our Danielson book study.

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

Go Math, Journeys, and Science Fusion were chosen as the curriculum for grades 3-5. All of these are on the state adoption list. Teachers were given additional hours during the summer to align curriculum maps with the FSS.

Acaletics is also being used as a supplemental program for all students as a spiral program for math.

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

Taylor County Elementary provides intensive intervention programs for students that are identified as being in the bottom quartile in math and reading. We have targeted 60 students to attend Failure Free Reading and 60 students to attend Ascend Math. Each of these programs are 45 minutes per day and are standard protocol tier 2. We also have an ESE teacher who will teach small groups in the classroom to support the core curriculum. Classroom teachers also provide a variety of interventions for students struggling on grade level material.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 0

Taylor County provides extended learning opportunities for low performing students in the district. Children are eligible to receive free tutoring through the Title I Tutoring Program. Title I Tutoring services, in addition to, instruction provided during the school day are available to these identified students. These services must be of high quality, research based, and specifically designed to increase a student's academic achievement.

Students who attend a Title I School and who scored a Level 1 or 2 on the FSA/DE reading or math tests or students who scored 40th percentile or below on the IOWA in reading or math are identified as eligible students for these services.

The Taylor County School District will give priority to the lowest performing students if there is not enough funds to provide services to all eligible students whose parents request the services. The Taylor County School District will determine which subject children will receive tutoring services based on the most recent standardized test results. Any student participating in the tutoring program will begin receiving the services by October 15th each school year.

Tutoring letters and enrollment forms are sent to eligible students before school begins. Parents choose the company to provide tutoring services. Taylor County contracts with three tutoring companies for Title I tutoring services. Parents can choose between one-on-one tutoring, computer based instruction, and small group instruction. Each of the companies have previously been approved by the FLDOE as a state approved tutoring providers.

Strategy Rationale

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

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

Various methods of data collection are utilized in order to evaluate the effectiveness of all tutoring programs. First, FSA/DE scores are reviewed and compared for all students receiving tutoring services. At the end of each school year, new FSA/DE scores are compared to the previous year's scores for each child. Both level and scaled score are taken in to consideration to determine if the child made learning gains which would imply that the tutoring program was effective for that student. Next, the district administers a specified district required pre and post assessment for each child participating in tutoring activities. This assessment provides specific skills and benchmarks in which the student is in need of additional instruction; these results are utilized to develop specific learning goals which will drive tutoring instruction for the entire year. Students are monitored throughout tutoring and comparisons are made after students have completed all the required tutoring hours and the post test administered. Finally, the district tutoring coordinator, analyzes all the data collected in order to calculate total percentage of academic improvement distributed by: grade level, subject area, tutoring company, and individual tutor.

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

Articulation meetings with feeder school - Perry Primary School. Orientation for incoming 3rd grade students scheduled during the spring - post FSA.

Articulation meetings with receiving school--Taylor County Middle School. Orientation for exiting 5th grade students scheduled during the spring--post FSA

College and Career Readiness

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

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

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

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

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

Data Uploads

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

The following documents were submitted as evidence for this section:

.

Problem Identification Summary

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

Problem Analysis Summary

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

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If we support teachers to strengthen effective instructional practices in all subject areas then we will increase student engagement and achievement.

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 support teachers to strengthen effective instructional practices in all subject areas then we will increase student engagement and achievement. 1a

G073348

Targets Supported 1b

| Indicator | Annual Target |
|---|---------------|
| FCAT 2.0 Science Proficiency | |
| FSA English Language Arts - Achievement | |
| Math Lowest 25% Gains | |
| FSA Mathematics - Achievement | |

Resources Available to Support the Goal 2

- Math Coach
- Judge
- Reading Coach
- District Office Support
- School Leadership
- Journeys
- Go math!
- Team Planning
- Kagan Training
- Caimbridge Training for Administrators and Coaches
- Staffing Changes
- Trauma Informed Care
- Inclusion training for ESE teacher, Gen Ed teacher, and ESE specialist
- Acaletics
- Danielson PLC
- Failure Free Reading
- Ascend Math
- Team and Grade level meetings
- ESE support teacher
- APTT

Targeted Barriers to Achieving the Goal 3

- Effective use of Professional Development and PLC
- Low parental involvement

Plan to Monitor Progress Toward G1. 8

Progress Monitoring data, walkthrough data, grades, attendance, staff climate survey

Person Responsible

Charles Finley

Schedule

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

Evidence of Completion

Progress Monitoring data, walkthrough data, grades, attendance, staff climate survey

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 support teachers to strengthen effective instructional practices in all subject areas then we will increase student engagement and achievement. **1**

 G073348

G1.B1 Effective use of Professional Development and PLC **2**

 B191706

G1.B1.S1 Chose a book based on the district evaluation instrument **4**

 S203156

Strategy Rationale

How to utilize and implement best practices that will be common across grade levels and subject areas

Action Step 1 **5**

Chose a book based on the district evaluation instrument

Person Responsible

Charles Finley

Schedule

Evidence of Completion

Book is ordered

Action Step 2 5

Plan Weekly agendas based on the Danielson Book that was chosen

Person Responsible

Charles Finley

Schedule

Monthly, from 8/10/2015 to 6/3/2016

Evidence of Completion

The SBLT will collaboratively plan bi weekly agendas for PLC meetings with the staff

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

Make sure the Danielson book is ordered

Person Responsible

Charles Finley

Schedule

On 8/10/2015

Evidence of Completion

Delivery of Book

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

Plan PLC

Person Responsible

Charles Finley

Schedule

Biweekly, from 8/10/2015 to 6/3/2016

Evidence of Completion

Meeting materials based on book, meeting sign in sheets, agends

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

Review all data, teacher satisfaction surveys, walk through data

Person Responsible

Sabrina Lytle

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Notes from EWS meetings, progress monitoring data, DA visit data based on look fors that directly correlate with rubric and book

G1.B1.S2 Schedule PLC meting dates with staff 4

 S203157

Strategy Rationale

Common time to collaborate on chosen book

Action Step 1 5

Common Planning Time with subject area and grade level

Person Responsible

Debby Powers

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

Copy of schedule with planning times

Action Step 2 5

Schedule weekly team meetings with coaches to assist with implementation of best practices reviewed in Danielson book.

Person Responsible

Charles Finley

Schedule

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

Evidence of Completion

Calendar of Meetings

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Weekly planning meetings with teachers and coaches specifically for planning and discussion of best practices

Person Responsible

Sabrina Guentner

Schedule

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

Evidence of Completion

Notes from coaches, sign in sheets, walkthrough data, and lesson plans

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Common Planning time built into the master schedule

Person Responsible

Sabrina Lytle

Schedule

Daily, from 8/10/2015 to 6/3/2016

Evidence of Completion

Teachers will have common planning time by grade level and subject area built into their master schedule.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Quality of lesson plans and instruction

Person Responsible

Sabrina Lytle

Schedule

Weekly, from 9/8/2014 to 6/5/2015

Evidence of Completion

Walkthrough data, progress monitoring data, and DA district data

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Progress Monitoring Data

Person Responsible

Sabrina Lytle

Schedule

Quarterly, from 8/10/2015 to 6/3/2016

Evidence of Completion

The SBLT will look at the school progress monitoring data to determine if the PLC is transferring to classroom instruction which will in turn increase student achievement.

G1.B1.S3 School Based Leadership Team Meetings weekly--establish routines, EWS, bottom quartile, AP data, Grade level team minutes, walk-through data, and feedback to the coaches 4

 S203158

Strategy Rationale

School based leadership team will meet weekly to review documentation of grade level meetings and various sources of data.

Action Step 1 5

Utilize _____s to complete walkthroughs.

Person Responsible

Sabrina Lytle

Schedule

Daily, from 8/10/2015 to 6/3/2016

Evidence of Completion

Documentation of Walkthroughs

Action Step 2 5

Calendar with deadlines for walkthroughs, formal observations, informal observations, pre observations conferences, and post observation conferences

Person Responsible

Charles Finley

Schedule

Daily, from 8/10/2015 to 6/3/2016

Evidence of Completion

Calendar of deadlines

Action Step 3 5

Caimbridge evaluation follow up training for administrators and coaches.

Person Responsible

Charles Finley

Schedule

Semiannually, from 10/7/2015 to 6/3/2016

Evidence of Completion

Walkthrough data and notes from training

Action Step 4 5

SBLT will hold weekly meetings to establish routines, EWS, BQ, AP data, look at grade level team minutes, Walkthrough data, and provide feedback to the coaches [copy]

Person Responsible

Charles Finley

Schedule

Weekly, from 8/10/2015 to 6/3/2016

Evidence of Completion

Notes from SBLT meetings, AP data, Walkthrough data, team meeting minutes

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Documentation of walk-throughs, formal observations, and informal observations

Person Responsible

Sabrina Lytle

Schedule

Weekly, from 8/10/2015 to 6/3/2016

Evidence of Completion

Documentation of walkthroughs

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Calendar of when walk-throughs, formal observations, and informal observations are due

Person Responsible

Charles Finley

Schedule

Monthly, from 8/10/2015 to 6/3/2016

Evidence of Completion

Calendar of when observations should be completed

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Caimbridge training for admin and coaches in order to provide feedback to teachers

Person Responsible

Charles Finley

Schedule

Semiannually, from 10/5/2015 to 2/2/2016

Evidence of Completion

Sign in sheets from training and notes taken during training

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Weekly SBLT meetings to review data

Person Responsible

Charles Finley

Schedule

Weekly, from 9/7/2015 to 6/3/2016

Evidence of Completion

Agendas, notes, data, and sign in sheets from meetings

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

SBLT will meet for EWS days to look at specific data SBLT will meet weekly

Person Responsible

Sabrina Lytle

Schedule

Daily, from 8/10/2015 to 6/3/2016

Evidence of Completion

Meeting Sign In Sheets and meeting minutes, Walkthrough data, student grades, attendance, bottom quartile academic performance and attendance, Progress Monitoring 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 | Chose a book based on the district evaluation instrument | Finley, Charles | 8/1/2014 | Book is ordered | one-time |
| G1.B1.S2.A1 | Common Planning Time with subject area and grade level | Powers, Debby | 8/18/2014 | Copy of schedule with planning times | 6/5/2015 daily |
| G1.B1.S3.A1 | Utilize _____s to complete walkthroughs. | Lytle, Sabrina | 8/10/2015 | Documentation of Walkthroughs | 6/3/2016 daily |
| G1.B1.S1.A2 | Plan Weekly agendas based on the Danielson Book that was chosen | Finley, Charles | 8/10/2015 | The SBLT will collaboratively plan bi weekly agendas for PLC meetings with the staff | 6/3/2016 monthly |
| G1.B1.S2.A2 | Schedule weekly team meetings with coaches to assist with implementation of best practices reviewed in Danielson book. | Finley, Charles | 8/17/2015 | Calendar of Meetings | 6/3/2016 weekly |
| G1.B1.S3.A2 | Calendar with deadlines for walkthroughs, formal observations, informal observations, pre observations conferences, and post observation conferences | Finley, Charles | 8/10/2015 | Calendar of deadlines | 6/3/2016 daily |
| G1.B1.S3.A3 | Caimbridge evaluation follow up training for administrators and coaches. | Finley, Charles | 10/7/2015 | Walkthrough data and notes from training | 6/3/2016 semiannually |
| G1.B1.S3.A4 | SBLT will hold weekly meetings to establish routines, EWS, BQ, AP data, look at grade level team minutes, Walkthrough data, and provide feedback to the coaches [copy] | Finley, Charles | 8/10/2015 | Notes from SBLT meetings, AP data, Walkthrough data, team meeting minutes | 6/3/2016 weekly |
| G1.MA1 | Progress Monitoring data, walkthrough data, grades, attendance, staff climate survey | Finley, Charles | 8/3/2015 | Progress Monitoring data, walkthrough data, grades, attendance, staff climate survey | 6/3/2016 daily |
| G1.B1.S1.MA1 | Review all data, teacher satisfaction surveys, walk through data | Lytle, Sabrina | 8/18/2014 | Notes from EWS meetings, progress monitoring data, DA visit data based on look fors that directly correlate with rubric and book | 6/4/2015 quarterly |
| G1.B1.S1.MA1 | Make sure the Danielson book is ordered | Finley, Charles | 8/10/2015 | Delivery of Book | 8/10/2015 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.MA3 | Plan PLC | Finley, Charles | 8/10/2015 | Meeting materials based on book, meeting sign in sheets, agends | 6/3/2016 biweekly |
| G1.B1.S2.MA1 | Quality of lesson plans and instruction | Lytle, Sabrina | 9/8/2014 | Walkthrough data, progress monitoring data, and DA district data | 6/5/2015 weekly |
| G1.B1.S2.MA4 | Progress Monitoring Data | Lytle, Sabrina | 8/10/2015 | The SBLT will look at the school progress monitoring data to determine if the PLC is transferring to classroom instruction which will in turn increase student achievement. | 6/3/2016 quarterly |
| G1.B1.S2.MA1 | Weekly planning meetings with teachers and coaches specifically for planning and discussion of best practices | Guenthner, Sabrina | 8/3/2015 | Notes from coaches, sign in sheets, walkthrough data, and lesson plans | 6/3/2016 weekly |
| G1.B1.S2.MA3 | Common Planning time built into the master schedule | Lytle, Sabrina | 8/10/2015 | Teachers will have common planning time by grade level and subject area built into their master schedule. | 6/3/2016 daily |
| G1.B1.S3.MA1 | SBLT will meet for EWS days to look at specific data SBLT will meet weekly | Lytle, Sabrina | 8/10/2015 | Meeting Sign In Sheets and meeting minutes, Walkthrough data, student grades, attendance, bottom quartile academic performance and attendance, Progress Monitoring Data | 6/3/2016 daily |
| G1.B1.S3.MA1 | Documentation of walk-throughs, formal observations, and informal observations | Lytle, Sabrina | 8/10/2015 | Documentation of walkthroughs | 6/3/2016 weekly |
| G1.B1.S3.MA3 | Calendar of when walk-throughs, formal observations, and informal observations are due | Finley, Charles | 8/10/2015 | Calendar of when observations should be completed | 6/3/2016 monthly |
| G1.B1.S3.MA4 | Caimbridge training for admin and coaches in order to provide feedback to teachers | Finley, Charles | 10/5/2015 | Sign in sheets from training and notes taken during training | 2/2/2016 semiannually |
| G1.B1.S3.MA5 | Weekly SBLT meetings to review data | Finley, Charles | 9/7/2015 | Agendas, notes, data, and sign in sheets from meetings | 6/3/2016 weekly |

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. If we support teachers to strengthen effective instructional practices in all subject areas then we will increase student engagement and achievement.

G1.B1 Effective use of Professional Development and PLC

G1.B1.S1 Chose a book based on the district evaluation instrument

PD Opportunity 1

Chose a book based on the district evaluation instrument

Facilitator

Charles Finley, Sabrina Lytle, Sabrina Guenthenr, and Debby Powers

Participants

Teachers

Schedule

PD Opportunity 2

Plan Weekly agendas based on the Danielson Book that was chosen

Facilitator

Charles Finley

Participants

Teachers

Schedule

Monthly, from 8/10/2015 to 6/3/2016

G1.B1.S2 Schedule PLC meeting dates with staff

PD Opportunity 1

Schedule weekly team meetings with coaches to assist with implementation of best practices reviewed in Danielson book.

Facilitator

Sabrina Guenther and Debby Powers

Participants

Principal, Rdg. Coach, AP, and Dean

Schedule

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

G1.B1.S3 School Based Leadership Team Meetings weekly--establish routines, EWS, bottom quartile, AP data, Grade level team minutes, walk-through data, and feedback to the coaches

PD Opportunity 1

Utilize _____s to complete walkthroughs.

Facilitator

Participants

All Administrators

Schedule

Daily, from 8/10/2015 to 6/3/2016

PD Opportunity 2

Cambridge evaluation follow up training for administrators and coaches.

Facilitator

Christy McGinnis

Participants

All Administrators and Coaches

Schedule

Semiannually, from 10/7/2015 to 6/3/2016

PD Opportunity 3

SBLT will hold weekly meetings to establish routines, EWS, BQ, AP data, look at grade level team minutes, Walkthrough data, and provide feedback to the coaches [copy]

Facilitator

Charles Finley

Participants

SBLT

Schedule

Weekly, from 8/10/2015 to 6/3/2016

Technical Assistance Items

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

Budget

Budget Data

| | | | | | | |
|---|--------------------|---|---------------|----------------|---------------|--------------------|
| 1 | G1.B1.S1.A1 | Chose a book based on the district evaluation instrument | | | | \$70,000.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2015-16 |
| | | | District-Wide | Title I Part A | | \$70,000.00 |
| <i>Notes: Math Coach Salary</i> | | | | | | |
| 2 | G1.B1.S1.A2 | Plan Weekly agendas based on the Danielson Book that was chosen | | | | \$500.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2015-16 |
| | | | District-Wide | Title II | | \$500.00 |
| <i>Notes: Coaches will be involved with a book study on the book "Visible Learning"</i> | | | | | | |
| 3 | G1.B1.S2.A1 | Common Planning Time with subject area and grade level | | | | \$0.00 |
| 4 | G1.B1.S2.A2 | Schedule weekly team meetings with coaches to assist with implementation of best practices reviewed in Danielson book. | | | | \$0.00 |
| 5 | G1.B1.S3.A1 | Utilize _____s to complete walkthroughs. | | | | \$4,000.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2015-16 |
| | | | District-Wide | General Fund | | \$4,000.00 |
| <i>Notes: Faste Performance Matters</i> | | | | | | |
| 6 | G1.B1.S3.A2 | Calendar with deadlines for walkthroughs, formal observations, informal observations, pre observations conferences, and post observation conferences | | | | \$0.00 |
| 7 | G1.B1.S3.A3 | Caimbridge evaluation follow up training for administrators and coaches. | | | | \$5,000.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2015-16 |
| | | | District-Wide | Other | | \$5,000.00 |
| <i>Notes: Caimbridge Training</i> | | | | | | |
| 8 | G1.B1.S3.A4 | SBLT will hold weekly meetings to establish routines, EWS, BQ, AP data, look at grade level team minutes, Walkthrough data, and provide feedback to the coaches [copy] | | | | \$0.00 |
| | | | | | Total: | \$79,500.00 |