

Polk County Public Schools

Philip O'Brien Elementary School



2015-16 School Improvement Plan

Philip O'Brien Elementary School

1225 LIME ST E, Lakeland, FL 33801

schools.polk-fl.net/philipobrien

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	72%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	62%

School Grades History

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

**Preliminary Informational Baseline School Grade*

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

School Board Approval

This plan is pending approval by the Polk 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
Focus	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Our mission is to provide a high quality education for all students.

Provide the school's vision statement

We will provide a high-quality learning experience to a diverse community of learners that will enable all students to master skills necessary for success at the next level of their academic and personal endeavors.

School Environment

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

Being a Positive Behavior Supports school means that we maximize the positive and minimize the negatives. We celebrate our diversity by recognizing the value and uniqueness of every stakeholder in our school and community.

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

First and foremost, we have a caring and compassionate staff. We want our students to feel at ease and as safe or safer than being at home. We do this by teaching and modeling pro-social skills. We provide continuous, and consistent reinforcement aligned with the District's Code of Conduct and the Positive Behavior Support system

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

Our school has been trained and uses Positive Behavior Supports program to decrease discipline incidents and issues. We have posted clear positive expectations for all areas of our school including a school shirt which reinforces these positive expectations. We use the District Code of Conduct as our guide for ensuring firm, fair and consistent consequences while safety is always of utmost concern.

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 recognize that when students' basic needs are not met, they experience difficulty focusing and performing in the school setting. Therefore, Philip O'Brien Elementary School implements the following programs to ensure the social-emotional needs of all students are met:

1. An open door policy to the School counselor's office. Referrals to the Counselor's office can be made by the student, the parent(s), teacher(s), or any other school official or community based agency.
2. Big Brothers/Big Sisters organization provides mentors to the identified students of P O'B Elem. The BB or BS visits with their student once weekly to encourage, motivate, and support.
3. Bullying lessons are provided at the start of the school year, with a reporting procedure in place to

ensure student safety and security.

4. For students that may not have access to meals during the weekend, our school is sponsored by Kidpacks Organization to provide meals to students identified by the Hearth program, school based administrators, and teachers.

5. Donations of school supplies, uniforms, toiletries, various vouchers are provided to students in need.

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

Multi Tiered System of Supports used for our targeted students of need.

Problem solving team meetings including observations and development of behavior plans

Social Worker who counsels, makes home visits and conducts attendance meeting with guidance and attendance manager

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	14	17	7	17	14	9	78
One or more suspensions	5	12	5	13	0	7	42
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	46	51	69	166

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

Indicator	Grade Level		Total
	2	5	
Students exhibiting two or more indicators	1	1	2

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

Teachers have access to the Early Warning reports via Interactive Data Evaluation Assessment System (IDEAS) System each week. Teachers are then able to hold teacher/parent conferences and develop interventions in the classroom.

The attendance manager keeps abreast of tardies and absences with referrals to the guidance counselor and social worker in order to provide extra support (parent contact, discuss attendance contract and/or tier 2 intervention plans.)

Repeat discipline problems are referred to the problem solving team in order to assist the teacher in the development of a behavior plan.

In some cases where a student may need more individual support, we use the check in/check out system of mentoring.

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/182904>.

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

The staff at Philip O'Brien Elementary understands the importance of forming positive relationships with our parents so that students are successful. We engage families in regular, two-way, and meaningful communication through agendas, ConnectEd messages, and monthly newsletters. Conference meetings are held at flexible dates and times in order to accommodate parents' work schedules. The Annual Title I meeting, workshops, and Family Academic nights provide information, resources, and activities to assist parents in the education process involving their children.

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
CRAWFORD, MERRI	Principal
BASEL, CHARLES	Assistant Principal
Ouhri, Carolyn	Instructional Coach
Dempsey, Barbara	Teacher, K-12
Hunt, Douglas	Teacher, K-12
McGahee, Kathy	Other
Nichols, Betty	Instructional Coach
Warren, Hope	Teacher, K-12
Slay, Cheryl	Teacher, K-12
Harrison, Christine	Teacher, K-12
Hansen, Tesi	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 MTSS Leadership Team will focus on how to improve school/teacher effectiveness and student achievement using the MTSS Model.

The MTSS Leadership Team is a cross section of the entire school, sharing of information at all levels concerning Rtl which supports all Rtl efforts.

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

Creating a block schedule that supports weekly collaborative planning and professional development. Total administrative support with Guidance assistance for effective MTSS implementation is the goal. Title I, Part A, funds school-wide services to Philip O'Brien Elementary School. The Title I funds provide supplemental instructional resources and interventions for students with academic achievement needs. Title I, Part A, support provides after-school and summer instructional programs, supplemental instructional materials, resource teachers, technology for students, professional development for the staff, and resources for parents. The district coordinates with Title II and Title III to ensure that staff development needs are addressed accordingly.

Title I, Part C-Migrant students enrolled in Philip O'Brien Elementary School will be assisted by the school and by the District Migrant Education Program (MEP). Students will be prioritized by the MEP for supplemental services based on need and migrant status. MEP Teacher Advocates, assigned to schools with high percentages of migrant students, monitor the progress of these high need students and provide or coordinate supplemental academic support. Migrant Home-School Liaisons identify and recruit migrant students and their families for the MEP. They provide support to both students and parents in locating services necessary to ensure the academic success of these students whose education has been interrupted by numerous moves.

Title I, Part D

Provide Transition Facilitators to assist students with transition from Department of Juvenile Justice (DJJ) facilities back into their zoned school. The Transition Facilitators communicate with the Guidance Counselors at schools to facilitate the transfer of records and appropriate placement.

Title II- N/A

Title III- Provide supplemental resources for English Language Learners (ELL) and their teachers in Title I schools, as well as professional learning opportunities for staff.

Title X- Homeless

The Hearth program, funded through Title X, provides support for identified homeless students. Title I provides support for this program, and many activities implemented by the Hearth program are carried out in cooperation with the Migrant Education Program (MEP) funded through Title I, Part C.

Supplemental Academic Instruction (SAI)- N/A

Violence Prevention Programs- Title IV provides violence and drug prevention programs in schools in order to promote a safe school environment. Examples of violence prevention programs include anti-bullying, gang awareness, gun awareness, etc.

Nutrition Programs

This school has been a location for a summer feeding program for the community and our school is participating in a pilot program to provide all students with a free breakfast and lunch.

Housing Programs

Students with housing needs are referred to the Homeless Student Advocate.

Head Start is not located on our campus. Resources are provided to the program to assist in the transition of students from pre-k to kindergarten. Head Start teachers may participate in professional learning opportunities offered to school staff, and they are involved in Professional Learning Community activities with kindergarten teachers. Parents of Head Start students are invited to participate in parent workshops and activities provided by the school.

Adult Education (Secondary)- N/A

Career and Technical Education (Secondary)- N/A
 Job Training (Secondary)- N/A

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Merri Crawford	Principal
Georgia Peick	Business/Community
Kathy McGAhee	Teacher
Alcira McConnell	Education Support Employee
George Vidal	Parent
April Brown	Parent
Jean Claxton	Parent
Lynette Lugo	Parent
Kenya Williams	Parent

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 will be advised of the SIP all along the way during regular SAC meetings. The SAC members will have input in the ongoing development of the SIP at Philip O'Brien Elementary School. A review will be presented to the SAC with copies of the SIP given to each member of SAC. At the next meeting SAC members ask questions and discuss the SIP.

Development of this school improvement plan

The SAC will be advised of the SIP all along the way during regular SAC meetings. The SAC members will have input in the ongoing development of the SIP at Philip O'Brien Elementary School.

Preparation of the school's annual budget and plan

N/A

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

N/A

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
CRAWFORD, MERRI	Principal
BASEL, CHARLES	Assistant Principal
Ouhri, Carolyn	Instructional Coach
Dempsey, Barbara	Teacher, K-12
Hunt, Douglas	Teacher, K-12
Slay, Cheryl	Teacher, K-12
McGahee, Kathy	Other
Nichols, Betty	Instructional Coach
Warren, Hope	Teacher, K-12
Shields, Janet	Instructional Media
Harrison, Christine	Teacher, K-12
Hansen, Tesi	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team will focus on the school wide initiatives while and determining ways of increasing literacy for our lowest 25% and our Tier 2 and 3 students in the classrooms and insuring fidelity with the Florida Standards.

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

Weekly grade level collaborative planning sessions, weekly professional development trainings and weekly Leadership Team meetings are held related to planning, data analysis, educational research and professional practices.

* Leadership Meetings on Mondays at 3:30 P.M.

* Collaborative Grade Level Planning (Reading/Math) on Thursdays during Specials Block

* Professional Development on Wednesdays during Grade Level Specials Block

Administration, Reading Coach, and Math Coach is responsible for facilitating these activities.

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

Philip O'Brien Elementary is a Professional Development school for Florida Southern College. Every Tuesday, Florida Southern (Level II) Education majors spend their day working collaboratively with a clinical supervised trained classroom teacher. In addition, Intern students from Florida Southern College, Southeastern and University of South Florida are also placed at Philip O'Brien Elementary.

Weekly grade level collaborative planning sessions, weekly professional development trainings and weekly Leadership Team meetings are held related to planning, data analysis, educational research and professional practices.

Administration is responsible for these activities.

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

Category I teachers will be assigned a site-based mentor.

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

We will be using State/District approved instructional programs and materials. The core instructional program for literacy is Reading Wonders. The core instructional program for Mathematics is GoMath!

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

Using data from FSA, FCAT scores, FAIR-FS, IBTP results and ongoing formative assessments, instruction is differentiated to meet students' diverse needs. Instruction for these students may be modified or supplemented in the following ways: small group instruction, one on one instruction, and varying reading levels. The differentiated instruction may include tiered instruction, interest centers, hands-on manipulatives, and varying lengths of time to complete tasks.

An example of this is using tiered instruction during math. If on a formative assessment, a student demonstrates that he is struggling with the concept being assessed, he will become part of small group that the instructor will work with using an alternate strategy, perhaps hands-on tools or another method. The students that have demonstrated proficiency will continue the math tasks.

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

Strategy: After School Program

Minutes added to school year: 1,320

Purpose:

Provide small group instruction to students needing additional instruction to master the Florida Standards (K-5). There will be a total of six teachers providing extended learning instruction, every Tuesday/Thursday from 3:15-4:15 (including 15 minutes per session for planning).

Strategy Rationale

Data indicates that there are students working at and below proficiency level.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

CRAWFORD, MERRI, merri.crawford@polk-fl.net

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

We will use multiple data sources to determine the effectiveness of the strategies implemented.

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

Philip O'Brien Elementary participates in Polk County's Kindergarten Round-Up and provides the opportunity for preschool children to visit the campus as they begin the transition from preschool to "big" school. Philip O'Brien Elementary provides written documentation for preschool parents regarding developmental readiness and age appropriate skills. The administrative staff, in collaboration with the Kindergarten department, coordinates the preschool visits and meet for campus tours and individual and /or small group orientation-to-school sessions. Incoming kindergarten students are assessed within the first 30 days of school using the Florida School readiness Screener (FLKRS). FAIR information is used to determine students' acquisition of specific skills/knowledge, and make instructional accommodations/modifications. Philip O'Brien Elementary will continue to use Child Find to identify and assist preschoolers with limited school readiness rates. We anticipate the overall readiness of our kindergarten students to steadily rise as resources are available from the district and community.

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

N/A

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

N/A

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

NA

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

N/A

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

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

Data Uploads

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

The following documents were submitted as evidence for this section:

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Problem Identification Summary

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

Problem Analysis Summary

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

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** All teachers will improve core instruction by meaningfully engaging students in rigorous tasks aligned with the full intent of the Florida Standards in all content areas.

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. All teachers will improve core instruction by meaningfully engaging students in rigorous tasks aligned with the full intent of the Florida Standards in all content areas. 1a

G073804

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	
AMO Reading - All Students	
FCAT 2.0 Science Proficiency	44.0

Resources Available to Support the Goal 2

- Professional Development
- Vertical Team Planning
- Collaborative Planning
- Electronic Resources (Ticket To Read), CPalms, Renaissance Place-Accelerated Reader, Brain Pop, Raz Kids, Star Fall, ReflexMath, ThinkCentral, CCC-Steaming Media)
- Print Resources (Reading Wonders, GoMath! Florida Standards, Newspapers in Education)
- Content Area Interventionists (Math, Literacy)
- Resources for Title 1 Academic Nights Activities and Title 1 Parent Workshops
- Hands-On resources for direct student engagement

Targeted Barriers to Achieving the Goal 3

- Lack of rigorous Tier 1 Instruction
- Lack of meaningful engagement
- Additional common planning time for vertical planning
- Lack of Inquiry Based Instruction
- Buy-In for Mission and Vision

Plan to Monitor Progress Toward G1. 8

Progress monitoring assessment tools: FAIR-FS, IBTP and District-Timed Writing

Person Responsible

MERRI CRAWFORD

Schedule

Weekly, from 8/20/2015 to 6/9/2016

Evidence of Completion

Progress monitoring will be reviewed and if increases are not evident, goals will be re-evaluated and refined.

Plan to Monitor Progress Toward G1. 8

Continuous monitoring of the Block schedule is in effect for the proper amount of time for reading and math and a smooth flow of the day so as to maximize instructional time in the classroom

Person Responsible

CHARLES BASEL

Schedule

Monthly, from 8/20/2015 to 6/9/2016

Evidence of Completion

The block schedule will be monitored for accuracy in order to insure instructional time and collaborative planning time is effective

Plan to Monitor Progress Toward G1. 8

Collaborative Planning sessions will be monitored to ensure that all grade levels use their time wisely in unpacking the Florida Standards and that meaningful, rigorous and effective strategies are being implemented with fidelity.

Person Responsible

MERRI CRAWFORD

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Observations during collaborative planning sessions, meeting notes, observations, Journey and progress monitoring data will be used to determine the effectiveness of meeting the goal.

Plan to Monitor Progress Toward G1. 8

Inquiry based instruction and use of 5 E's model of instruction in Math and Science will be a focus during collaborative planning sessions and will be observed in classrooms.

Person Responsible

Schedule

On 6/9/2016

Evidence of Completion

Observations, Journey, collaborative planning notes and Lesson Plans.

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. All teachers will improve core instruction by meaningfully engaging students in rigorous tasks aligned with the full intent of the Florida Standards in all content areas. **1**

 G073804

G1.B1 Lack of rigorous Tier 1 Instruction **2**

 B192752

G1.B1.S1 Teachers will provide rigorous Tier 1 instruction focusing on Florida State Standards which will be evident during walk throughs, observations and lesson plans. **4**

 S204228

Strategy Rationale

By monitoring what we expect and giving feedback, compliance will increase

Action Step 1 **5**

The administration will use focused walk throughs targeting rigorous Standards-based Tier 1 Instruction.

Person Responsible

MERRI CRAWFORD

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Observations, collaborative planning sessions and Journey walk-through Tier 1 engagement data

Action Step 2 5

The administration will provide professional development on cognitive complexity to enhance teacher understanding of the Florida Standards and their cognitive complexity levels.

Person Responsible

CHARLES BASEL

Schedule

On 8/25/2015

Evidence of Completion

Teachers will analyze each level of cognitive complexity and compare it to the possible products and potential activities within each level of cognitive complexity. The data will be collected by each grade level and compiled overall. Implications for classroom instruction will be discussed and recommendations will be made.

Action Step 3 5

The administration will use Dana Center Training on Florida Standards to enhance teacher understanding thereof. We will use the alignment tool to assist teachers in their collaborative planning sessions to target what is to be taught at that standard for their grade level.

Person Responsible

MERRI CRAWFORD

Schedule

Weekly, from 8/25/2015 to 8/25/2015

Evidence of Completion

The administration observation/facilitation of collaborative planning sessions, examination of teacher lesson plans and using the Dana Center's classroom walk through for continuous improvement for data collection to make necessary changes based on trends that emerge from that data.

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

The administration will target cognitive complexity/rigor with focused walk throughs by looking for projects and activities aligned with cognitive complexity levels.

Person Responsible

MERRI CRAWFORD

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Walk throughs, informal and informal observations will be recorded in Journey including corrective feed back along side with the Dana Center classroom walkthrough for continuous improvement record sheets.

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

The administration will target Florida Standards alignment with focused walk throughs by looking for focus on curriculum, learners, instruction and learning environment aligned with cognitive complexity levels.

Person Responsible

MERRI CRAWFORD

Schedule

Daily, from 12/1/2015 to 12/1/2015

Evidence of Completion

Results of Dana Center Classroom walk through for Continuous Improvement

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

We will be using focused walk throughs targeting the use of the Florida Standards and the use of cognitive complexity/rigor using Journey and Dana Center classroom walkthrough for continuous improvement.

Person Responsible

MERRI CRAWFORD

Schedule

Weekly, from 8/25/2015 to 8/25/2015

Evidence of Completion

Evidence of the effectiveness will be reflected in Journey during walk throughs, informal and formal observations including corrective feedback where needed and compiled data from Dana Center classroom walk throughs for continuous improvement .

G1.B1.S2 Weekly collaborative planning will be used to determine effective strategies for rigorous Tier 1 instruction of the Florida Standards. 4

 S204229

Strategy Rationale

This will ensure that all students receive the quality Tier 1 instruction for mastering the Florida Standards.

Action Step 1 5

The Administration and Instructional Coaches will facilitate collaborative planning sessions to ensure pre-planning is occurring..

Person Responsible

MERRI CRAWFORD

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Meeting notes/agendas will be reviewed and kept as a record of meetings.

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

The Administration and Coaches will be in the collaborative planning sessions to facilitate planned and focused meetings.

Person Responsible

MERRI CRAWFORD

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

There will be scheduled facilitation as noted in meeting notes and lesson plans reflecting meaningful, rigorous and engaging lessons.

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

As the collaborative meetings continue and increase in effectiveness, the administration and coaches will be able to gradually release the facilitation back to the grade level.

Person Responsible

MERRI CRAWFORD


Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Meetings will be effective without co-facilitation by the administration and coaches and evidences through meeting notes and lesson plans.

G1.B2 Lack of meaningful engagement **2**

 B192753

G1.B2.S1 To increase student engagement by implementing the gradual release model of ELA instruction **4**

 S204230

Strategy Rationale

By increasing student engagement using the Florida Standards, student data will improve

Action Step 1 **5**

The administration will provide professional development on the gradual release model of instruction.

Person Responsible

MERRI CRAWFORD

Schedule

Daily, from 8/24/2015 to 6/9/2016

Evidence of Completion

Journey observations will target with the use of focused observations, the implementation of the gradual release model and the 5 E's model for increasing meaningful student engagement.

Action Step 2 **5**

The administration will use the Dana Center Classroom Walk through for continuous improvement to ascertain levels of engagement

Person Responsible

MERRI CRAWFORD

Schedule

Biweekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Classroom walk through for continuous improvement record sheets with trend data

Action Step 3 5

The administration will target meaningful engagement by using focused walk throughs.

Person Responsible

MERRI CRAWFORD

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Journey observations will target with the use of focused observations, the implementation of gradual release and the 5 E's model for increasing meaningful student engagement.

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

The administration will monitor the use of gradual release and 5 E's for student engagement through focused observations.

Person Responsible

MERRI CRAWFORD

Schedule

Weekly, from 8/25/2015 to 8/25/2015

Evidence of Completion

Observations using Journey and observation using Dana Center's Classroom Walkthrough for Continuous Improvement

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

We will monitor using observations and Journey with corrective feedback and support/coaching through individual feedback, collaborative planning meetings and leadership team meetings.

Person Responsible

MERRI CRAWFORD

Schedule

Quarterly, from 8/25/2015 to 8/25/2015

Evidence of Completion

We will use the data from our progress monitoring pieces for increases in students achievement.

G1.B2.S2 Daily monitoring of meaningful engagement and providing necessary feedback and coaching as appropriate. 4

S204231

Strategy Rationale

Providing necessary feedback and coaching where needed will increase meaningful engagement as student achievement data will increase.

Action Step 1 5

The Administration will do daily walkthroughs as scheduled focusing on meaningful, rigorous engagement and providing necessary feedback.

Person Responsible

MERRI CRAWFORD

Schedule

Daily, from 8/24/2015 to 6/9/2016

Evidence of Completion

Daily walkthroughs and Journey observations

Action Step 2 5

The Coaches will do walkthroughs and assist teachers with coaching upon request.

Person Responsible

MERRI CRAWFORD

Schedule

Daily, from 8/24/2015 to 6/9/2016

Evidence of Completion

Daily walkthroughs

G1.B3 Additional common planning time for vertical planning **2**

 B192754

G1.B3.S1 Create a comprehensive Master Schedule that includes all required components and allows for common planning time at each grade level each week and vertical teaming meetings held quarterly.

4

 S204232

Strategy Rationale

To provide common planning and common professional development time for all grade levels including vertical team meetings to enhance understanding of the Florida Standards across grade levels.

Action Step 1 **5**

Create block schedules allowing for all required district and state components including vertical teaming.

Person Responsible

CHARLES BASEL

Schedule

On 6/9/2016

Evidence of Completion

Block schedules will be produced meeting all district and state requirements allowing for common planning times for all grade levels

Action Step 2 **5**

The block schedule will be reviewed and modified as needed to provide common planning times for all grade levels and a vertical teaming schedule.

Person Responsible

CHARLES BASEL

Schedule

On 6/9/2016

Evidence of Completion

The block schedule that reflects all common planning times.

Action Step 3 5

Create a schedule for vertical team planning quarterly.

Person Responsible

Schedule

On 9/28/2015

Evidence of Completion

A vertical team planning schedule.

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

The administration will monitor the use of the block schedule and make changes where necessary.

Person Responsible

CHARLES BASEL

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

The administration will communicate with the leadership team, grade level teams and individual teachers where conflicts may occur to insure that all grade levels have a common planning time every day for collaborative planning, PD and grade level meetings.

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

A completed block schedule with 120" uninterrupted for reading and 90" uninterrupted for math will be submitted to the district for review.

Person Responsible

CHARLES BASEL

Schedule

On 6/9/2016

Evidence of Completion

A completed master block schedule is available for review at any time.

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

The administration will monitor that the designated time is being used to discuss the vertical alignment of the Florida Standards.

Person Responsible

CHARLES BASEL

Schedule

Monthly, from 8/24/2015 to 6/9/2016


Evidence of Completion

The administration will monitor the vertical team meeting notes as verification that the intention of the quarterly vertical team schedule has been accomplished.

G1.B4 Lack of Inquiry Based Instruction 2

 B192755

G1.B4.S1 We will implement the 5 E's model (Engage, Explore, Explain, Elaborate and Evaluate) for instruction in Math and Science. 4

 S204233

Strategy Rationale

The 5 E's model for instruction will increase our level of Inquiry based instruction.

Action Step 1 5

We will provide training in the 5 E's instructional model for all staff members.

Person Responsible

MERRI CRAWFORD

Schedule

On 6/9/2016

Evidence of Completion

Observations, collaborative planning sessions and Journey walk-through Tier 1 engagement data

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

The administration will monitor through observations using focused observations during Math and Science instruction for the use of the 5 E's model of instruction.

Person Responsible

MERRI CRAWFORD

Schedule

On 6/9/2016

Evidence of Completion

Observations using Journey and observations during classroom walkthroughs.

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

The Administration and Coaches will observe for implementation of gradual release and 5 E's models for use in the classrooms.

Person Responsible

MERRI CRAWFORD

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Observations, Journey, collaborative planning sessions and lesson plans will be used to verify use of 5 E's and inquiry based instruction in Math and Science

G1.B5 Buy-In for Mission and Vision 2

B192756

G1.B5.S1 The writing of School Improvement Plan will be a collaborative effort ensuring that stakeholders are included. 4

S204235

Strategy Rationale

By making the School Improvement Plan more inclusive, the plan will have more buy-in as a result.

Action Step 1 5

The creation of the School Improvement Plan will be a collaborative process.

Person Responsible

CHARLES BASEL

Schedule

Daily, from 8/3/2015 to 10/21/2015

Evidence of Completion

Completion and publishing of School Improvement Plan

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

The collaborative School Improvement meetings will have sign in sheets as documentation of the collaborative planning sessions and will be retained as proof.

Person Responsible

CHARLES BASEL

Schedule

Weekly, from 8/3/2015 to 10/21/2015

Evidence of Completion

Signed attendance sheets and the completion of the School Improvement Plan.

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

Weekly review of the School Improvement collaborative writing progress.

Person Responsible

MERRI CRAWFORD

Schedule

Weekly, from 8/3/2015 to 10/21/2015

Evidence of Completion

The completion of the School Improvement Plan, sign in sheets during the writing of the SIP and documentation of the staff review.

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	The administration will use focused walk throughs targeting rigorous Standards-based Tier 1 Instruction.	CRAWFORD, MERRI	8/24/2015	Observations, collaborative planning sessions and Journey walk-through Tier 1 engagement data	6/9/2016 weekly
G1.B1.S2.A1	The Administration and Instructional Coaches will facilitate collaborative planning sessions to ensure pre-planning is occurring..	CRAWFORD, MERRI	8/24/2015	Meeting notes/agendas will be reviewed and kept as a record of meetings.	6/9/2016 weekly
G1.B2.S1.A1	The administration will provide professional development on the gradual release model of instruction.	CRAWFORD, MERRI	8/24/2015	Journey observations will target with the use of focused observations, the implementation of the gradual release model and the 5 E's model for increasing meaningful student engagement.	6/9/2016 daily
G1.B2.S2.A1	The Administration will do daily walkthroughs as scheduled focusing on meaningful, rigorous engagement and providing necessary feedback.	CRAWFORD, MERRI	8/24/2015	Daily walkthroughs and Journey observations	6/9/2016 daily
G1.B3.S1.A1	Create block schedules allowing for all required district and state components including vertical teaming.	BASEL, CHARLES	8/24/2015	Block schedules will be produced meeting all district and state requirements allowing for common planning times for all grade levels	6/9/2016 one-time
G1.B4.S1.A1	We will provide training in the 5 E's instructional model for all staff members.	CRAWFORD, MERRI	8/24/2015	Observations, collaborative planning sessions and Journey walk-through Tier 1 engagement data	6/9/2016 one-time
G1.B5.S1.A1	The creation of the School Improvement Plan will be a collaborative process.	BASEL, CHARLES	8/3/2015	Completion and publishing of School Improvement Plan	10/21/2015 daily
G1.B1.S1.A2	The administration will provide professional development on cognitive complexity to enhance teacher understanding of the Florida Standards and their cognitive complexity levels.	BASEL, CHARLES	8/25/2015	Teachers will analyze each level of cognitive complexity and compare it to the possible products and potential activities within each level of cognitive complexity. The data will be collected by each grade level and compiled overall. Implications for classroom instruction will be discussed and recommendations will be made.	8/25/2015 one-time

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.A2	The administration will use the Dana Center Classroom Walk through for continuous improvement to ascertain levels of engagement	CRAWFORD, MERRI	8/24/2015	Classroom walk through for continuous improvement record sheets with trend data	6/9/2016 biweekly
G1.B2.S2.A2	The Coaches will do walkthroughs and assist teachers with coaching upon request.	CRAWFORD, MERRI	8/24/2015	Daily walkthroughs	6/9/2016 daily
G1.B3.S1.A2	The block schedule will be reviewed and modified as needed to provide common planning times for all grade levels and a vertical teaming schedule.	BASEL, CHARLES	8/24/2015	The block schedule that reflects all common planning times.	6/9/2016 one-time
G1.B1.S1.A3	The administration will use Dana Center Training on Florida Standards to enhance teacher understanding thereof. We will use the alignment tool to assist teachers in their collaborative planning sessions to target what is to be taught at that standard for their grade level.	CRAWFORD, MERRI	8/25/2015	The administration observation/ facilitation of collaborative planning sessions, examination of teacher lesson plans and using the Dana Center's classroom walk through for continuous improvement for data collection to make necessary changes based on trends that emerge from that data.	8/25/2015 weekly
G1.B2.S1.A3	The administration will target meaningful engagement by using focused walk throughs.	CRAWFORD, MERRI	8/24/2015	Journey observations will target with the use of focused observations, the implementation of gradual release and the 5 E's model for increasing meaningful student engagement.	6/9/2016 weekly
G1.B3.S1.A3	Create a schedule for vertical team planning quarterly.		9/28/2015	A vertical team planning schedule.	9/28/2015 one-time
G1.MA1	Progress monitoring assessment tools: FAIR-FS, IBTP and District-Timed Writing	CRAWFORD, MERRI	8/20/2015	Progress monitoring will be reviewed and if increases are not evident, goals will be re-evaluated and refined.	6/9/2016 weekly
G1.MA2	Continuous monitoring of the Block schedule is in effect for the proper amount of time for reading and math and a smooth flow of the day so as to maximize instructional time in the classroom	BASEL, CHARLES	8/20/2015	The block schedule will be monitored for accuracy in order to insure instructional time and collaborative planning time is effective	6/9/2016 monthly
G1.MA3	Collaborative Planning sessions will be monitored to ensure that all grade levels use their time wisely in unpacking the Florida Standards and that meaningful, rigorous and effective strategies are being implemented with fidelity.	CRAWFORD, MERRI	8/24/2015	Observations during collaborative planning sessions, meeting notes, observations, Journey and progress monitoring data will be used to determine the effectiveness of meeting the goal.	6/9/2016 weekly
G1.MA4	Inquiry based instruction and use of 5 E's model of instruction in Math and Science will be a focus during collaborative planning sessions and will be observed in classrooms.		9/7/2015	Observations, Journey, collaborative planning notes and Lesson Plans.	6/9/2016 one-time
G1.B1.S1.MA1	We will be using focused walk throughs targeting the use of the Florida Standards and the use of cognitive complexity/rigor using Journey and Dana Center classroom walkthrough for continuous improvement.	CRAWFORD, MERRI	8/25/2015	Evidence of the effectiveness will be reflected in Journey during walk throughs, informal and formal observations including corrective feedback where needed and compiled data from Dana Center classroom walk throughs for continuous improvement .	8/25/2015 weekly
G1.B1.S1.MA1	The administration will target cognitive complexity/rigor with focused walk throughs by looking for projects and activities aligned with cognitive complexity levels.	CRAWFORD, MERRI	8/24/2015	Walk throughs, informal and informal observations will be recorded in Journey including corrective feed back along side with the Dana Center classroom walkthrough for continuous improvement record sheets.	6/9/2016 weekly
G1.B1.S1.MA3	The administration will target Florida Standards alignment with focused walk throughs by looking for focus on curriculum, learners, instruction and	CRAWFORD, MERRI	12/1/2015	Results of Dana Center Classroom walk through for Continuous Improvement	12/1/2015 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	learning environment aligned with cognitive complexity levels.				
G1.B2.S1.MA1	We will monitor using observations and Journey with corrective feedback and support/coaching through individual feedback, collaborative planning meetings and leadership team meetings.	CRAWFORD, MERRI	8/25/2015	We will use the data from our progress monitoring pieces for increases in students achievement.	8/25/2015 quarterly
G1.B2.S1.MA1	The administration will monitor the use of gradual release and 5 E's for student engagement. through focused observations.	CRAWFORD, MERRI	8/25/2015	Observations using Journey and observation using Dana Center's Classroom Walkthrough for Continuous Improvement	8/25/2015 weekly
G1.B3.S1.MA1	The administration will monitor that the designated time is being used to discuss the vertical alignment of the Florida Standards.	BASEL, CHARLES	8/24/2015	The administration will monitor the vertical team meeting notes as verification that the intention of the quarterly vertical team schedule has been accomplished.	6/9/2016 monthly
G1.B3.S1.MA1	The administration will monitor the use of the block schedule and make changes where necessary.	BASEL, CHARLES	8/24/2015	The administration will communicate with the leadership team, grade level teams and individual teachers where conflicts may occur to insure that all grade levels have a common planning time every day for collaborative planning, PD and grade level meetings.	6/9/2016 weekly
G1.B3.S1.MA3	A completed block schedule with 120" uninterrupted for reading and 90" uninterrupted for math will be submitted to the district for review.	BASEL, CHARLES	8/24/2015	A completed master block schedule is available for review at any time.	6/9/2016 one-time
G1.B4.S1.MA1	The Administration and Coaches will observe for implementation of gradual release and 5 E's models for use in the classrooms.	CRAWFORD, MERRI	8/24/2015	Observations, Journey, collaborative planning sessions and lesson plans will be used to verify use of 5 E's and inquiry based instruction in Math and Science	6/9/2016 weekly
G1.B4.S1.MA1	The administration will monitor through observations using focused observations during Math and Science instruction for the use of the 5 E's model of instruction.	CRAWFORD, MERRI	8/24/2015	Observations using Journey and observations during classroom walkthroughs.	6/9/2016 one-time
G1.B5.S1.MA1	Weekly review of the School Improvement collaborative writing progress.	CRAWFORD, MERRI	8/3/2015	The completion of the School Improvement Plan, sign in sheets during the writing of the SIP and documentation of the staff review.	10/21/2015 weekly
G1.B5.S1.MA1	The collaborative School Improvement meetings will have sign in sheets as documentation of the collaborative planning sessions and will be retained as proof.	BASEL, CHARLES	8/3/2015	Signed attendance sheets and the completion of the School Improvement Plan.	10/21/2015 weekly
G1.B1.S2.MA1	As the collaborative meetings continue and increase in effectiveness, the administration and coaches will be able to gradually release the facilitation back to the grade level.	CRAWFORD, MERRI	8/24/2015	Meetings will be effective without co-facilitation by the administration and coaches and evidences through meeting notes and lesson plans.	6/9/2016 weekly
G1.B1.S2.MA1	The Administration and Coaches will be in the collaborative planning sessions to facilitate planned and focused meetings.	CRAWFORD, MERRI	8/24/2015	There will be scheduled facilitation as noted in meeting notes and lesson plans reflecting meaningful, rigorous and engaging lessons.	6/9/2016 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. All teachers will improve core instruction by meaningfully engaging students in rigorous tasks aligned with the full intent of the Florida Standards in all content areas.

G1.B2 Lack of meaningful engagement

G1.B2.S2 Daily monitoring of meaningful engagement and providing necessary feedback and coaching as appropriate.

PD Opportunity 1

The Administration will do daily walkthroughs as scheduled focusing on meaningful, rigorous engagement and providing necessary feedback.

Facilitator

Marcia Halpin, District Literacy Coach Monthly visits

Participants

Philip O'Brien Staff (Fifth Grade and (third and second upon request)

Schedule

Daily, from 8/24/2015 to 6/9/2016

PD Opportunity 2

The Coaches will do walkthroughs and assist teachers with coaching upon request.

Facilitator

Polly Burkhart will do walkthroughs, coach and train teachers in Inquiry Science/5 E's.

Participants

Philip O'Brien Elementary Staff

Schedule

Daily, from 8/24/2015 to 6/9/2016

G1.B4 Lack of Inquiry Based Instruction

G1.B4.S1 We will implement the 5 E's model (Engage, Explore, Explain, Elaborate and Evaluate) for instruction in Math and Science.

PD Opportunity 1

We will provide training in the 5 E's instructional model for all staff members.

Facilitator

Merri Crawford and Academic Leadership Team

Participants

All Philip O'Brien staff members

Schedule

On 6/9/2016

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	The administration will use focused walk throughs targeting rigorous Standards-based Tier 1 Instruction.	\$0.00
2	G1.B1.S1.A2	The administration will provide professional development on cognitive complexity to enhance teacher understanding of the Florida Standards and their cognitive complexity levels.	\$0.00
3	G1.B1.S1.A3	The administration will use Dana Center Training on Florida Standards to enhance teacher understanding thereof. We will use the alignment tool to assist teachers in their collaborative planning sessions to target what is to be taught at that standard for their grade level.	\$0.00
4	G1.B1.S2.A1	The Administration and Instructional Coaches will facilitate collaborative planning sessions to ensure pre-planning is occurring..	\$0.00
5	G1.B2.S1.A1	The administration will provide professional development on the gradual release model of instruction.	\$0.00
6	G1.B2.S1.A2	The administration will use the Dana Center Classroom Walk through for continuous improvement to ascertain levels of engagement	\$0.00
7	G1.B2.S1.A3	The administration will target meaningful engagement by using focused walk throughs.	\$0.00
8	G1.B2.S2.A1	The Administration will do daily walkthroughs as scheduled focusing on meaningful, rigorous engagement and providing necessary feedback.	\$0.00
9	G1.B2.S2.A2	The Coaches will do walkthroughs and assist teachers with coaching upon request.	\$0.00
10	G1.B3.S1.A1	Create block schedules allowing for all required district and state components including vertical teaming.	\$0.00
11	G1.B3.S1.A2	The block schedule will be reviewed and modified as needed to provide common planning times for all grade levels and a vertical teaming schedule.	\$0.00
12	G1.B3.S1.A3	Create a schedule for vertical team planning quarterly.	\$0.00
13	G1.B4.S1.A1	We will provide training in the 5 E's instructional model for all staff members.	\$0.00
14	G1.B5.S1.A1	The creation of the School Improvement Plan will be a collaborative process.	\$0.00
Total:			\$0.00