Tenoroc High School

2015-16 School Improvement Plan

Tenoroc High School

4905 SADDLE CREEK RD, Lakeland, FL 33801

schools.polk-fl.net/tenoroc

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
High	Yes	56%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	46%

School Grades History

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

Table of Contents

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
    ◦ Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    ◦ Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    ◦ Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    ◦ Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Focus	3	Ella Thompson

Former F		Turnaround Status
No		

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Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The Mission of Tenoroc High School is to provide each student with a diverse education that promotes self-discipline, motivation, and excellence in learning.

Provide the school's vision statement

Tenoroc High School, in collaboration with parents and community partnerships, will strive to challenge and enrich students' lives by providing equitable access to a rigorous, high quality education. This education will assist students in attaining post-secondary success in the areas of education, occupation, and holistic well-being.

School Environment

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

The school learns about students culture through providing getting to know activities at the beginning of the school year. These activities are used to build relationship between teachers and students plus build relationships between. Students are taught to respect each other, their learning styles, cultures, and differences.

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

School safety procedures are practiced along with promoting an open door policy for students to report potential issues. Threats to the safety of the school are addressed immediately. Administration, Teachers, and School Resource officer are visible before, during and after the school day.

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

Tenoroc High School implemented the "Choice Room" to minimize classroom distractions and maximize time on task. Teachers are asked to attempt to assist students with modifying their behavior prior to be sent out of class. If in class attempts to modify behavior isn't successful, parents are called. If students behavior still doesn't change, teachers contact the office for students to be escorted to the "Choice Room." Students spend the class period they are sent to the choice room then they are able to return the class. If students visit the choice room multiple times, they might be assigned to the choice room more than one class period.
The "Choice Room" is supervised by a classroom teacher the entire day. Students are write about how they will modify the behavior that caused them to be sent to the choice room.

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

If students have documented social-emotional needs, students receive the support needed by meeting with our guidance counselors, school psychologist, mental health counselor and social worker. Some students meet with a support person on a regular bases or as needed. When staff

members observe noticeable behavioral chances in students, they alert administration and guidance. Administration and Guidance work together to make sure students receive the necessary support. The parents of these students are notified and are included in this process.

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

The early warning system has been develop by the school district and school receive a monthly email that gives schools access to the early warning system data. The EWS data is discussed during SBLT, MTSS, Coaches Meetings, Faculty Meetings, and Admin meetings. During each of those meetings strategies to address the EWS data and issues are developed.

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
	9	**10**	**11**	**12**	
Attendance below 90 percent	132	85	90	66	373
One or more suspensions	7	5	5	2	19
Course failure in ELA or Math	34	32	23	2	91
Level 1 on statewide assessment	115	89	74	22	300
	0	0	0	0	

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

Indicator	Grade Level				Total
	9	**10**	**11**	**12**	
Students exhibiting two or more indicators	19	12	5	8	44

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

Student are scheduled in Intensive Reading and Math classes based on prior years state assessments. Some students are scheduled into one Reading class and other students are scheduled into two Reading classes based on their FCAT and FAIR data.
State Assessment data, Benchmark assessment data, and progress monitoring data is used to modify instruction based on student needs. Students are grouped in class based on their performance data. Reteaching is also planned based on assessment data.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

According to many research studies, successful schools tend to have a record of meaningful sustained parent involvement programs in place. Tenoroc High School intends to bolster parental involvement within the school through strengthening communication with parents, providing activities that involve parents as active members of the school community, and training parents to better assist their child in progressing through high school.

The Title I budget allots at least 1% of the total funds spent at the school to be utilized for parent involvement. These funds may be used for purchases including, but not limited to, costs associated with printing informational materials for parents, postage for mail-outs, meals provided at parent involvement activities, etc. The total parental involvement allocation for the 2014-2015 school year is $3893.00.

Tenoroc High School will hold a variety of parent nights that will focus on building capacity within parents to help their students with their education while outside of the classroom. The school will hold a Breakfast With the Principal (one meeting for aprents of Seniors/Juniors and another meeting for Sophomores/Freshmen) that will outline grade-level expectations, graduation requirements, testing, curriculum changes, school initiatives, and much more.

There will also be workshops held throughout the year that focus on technology resources available to parents and other workshops that will focus on strategies that teachers use in the classroom to better assist students with assignments while they are at home.

The district also has four Parent Informational Resource Centers and Parent Learning Universities for Growth that will hold workshops on a variety of topics such as financial literacy, reading strategies, wellness, and even Rosetta Stone courses for parents hoping to learn English. Center information and workshop schedules will be distributed as they are made available to parent involvement coordinators and will be available on the school and district websites.

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

Tenoroc High School has always had a strong community partnership with Saddle Creek Corporation. Saddle Creek has provided the school with a great deal of financial assistance to fund school initiatives including snacks for after-school tutoring, incentives for student achievement, and even plays a huge role in our winter charity program that provides THS students and their siblings with necessities and smaller wish list items over the Christmas break.

Tenoroc also has community partnerships with Lakeland Electric, Hope Esquine Rescue, Burlington Coat Factory, and Brighthouse Networks, that bridge knowledge gained in the classroom with real-world experiences. The Power Academy works closely with Lakeland Electric to help students gain a deeper understanding regarding electrical work. The Agriculture department works with Hope Esquine Rescue by fostering horses who may have been abused or abandoned, thus bringing them back to good health by employing skills gained in the classroom. Students who are labeled as IND (Intellectually Disabled) but have the ability to utilize daily life skills are able to take advantage of the partnership that THS has with Burlington Coat Factory. Here, students gain employment skills and grow confidence in their abilities as they practice the skills that they learn in class on a daily basis. Finally, the TNT (Tenoroc News Today) program works closely with Brighthouse Networks to get real, hands-on experience with the ins and outs of preparing for, taping, and editing video broadcasts as well as incorporating various types of multimedia.

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 Advisory Council (SAC)

Membership:	

Name	Stakeholder Group
Dawn Ayala	Education Support Employee
Jason Looney	Principal
	Student

Duties

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

Evaluation of last year's school improvement plan

The SAC review the SIP and asked questions about certain aspects of the SIP. Those questions were answered. There was a motion and a second to approve the SIP. Every member of the SAC voted to approve the SIP.

Development of this school improvement plan

The SAC meets monthly to review school-wide data and make decisions regarding the operation of the school organization. The SAC reviews and approves the School Improvement Plan annually as well as when any changes are made to the plan throughout the year.

Preparation of the school's annual budget and plan

The budget was prepared based on school academic and curriculum needs. The budget was presented to and approved by the SAC.

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

Use of School Improvement funds will be voted on and approved by the School Advisory Council and will be directly related to goals, barriers, and strategies outlined in the School Improvement Plan.

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

Public and Collaborative Teaching

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

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Teachers, Instructional Coaches, and Administration attend common planning for tested areas twice weekly. During common planning the team will focus on Standards based instruction, Instructional Alignment, lesson planning, and strategies that met the depth of the standards.

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

The administrative team works closely with district-level personnel to appropriately evaluate teachers to identify their areas of strength and assist them in building on areas of improvement. School-wide, individualized, and county-wide professional development is offered to every teacher to improve their performance and aide them in achieving highly qualified status in their field.

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

All new teachers are paired with a mentor who is an expert in their content and has maintained effective or highly effective status. Teachers identified early-on as needing intensive intervention will be specifically paired with their content-area coach or with an administrator who will take part in the coaching cycle with the teacher.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The school follow the curriculum maps development by district leadership and instructional coaches. The curriculum maps are developed using the Florida Standards and the resources that are used to deliver instruction has been aligned to the Florida Standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Data is used to schedule students based on State and District requirements. At-Risk students are scheduled into Intensive Math and Reading classes based on their test performance. In all tested areas, progress monitoring is used to communicate data to students, modify instruction, group students for reteaching, etc...Data chats occur between teachers and students. Data chats also occur between administration and teachers.

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:

Titan time is was placed in the school schedule to give students an opportunity to have time during the school day for tutoring, complete makeup work and test, enrichment etc...
After school Tutoring will be made available once additional funds are provided by the school district.

Strategy Rationale

Transportation is an issue for students at Tenoroc even with the activity buses. Other home responsibilities wouldn't allow students to stay after school for Tutoring.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

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

Data will be collected on which students participate and will be tracked by their FAIR or Discovery benchmark assessment scores as well as in-class grades.

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

Guidance counselors and administration meet with students at the beginning of the year to discuss expectations of the current year. These expectations discussions are designed to help students transition to the next school year.

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

Guidance Counselors meet with each student once per nine weeks to review their grades, credits, and graduation plan.

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

Students have the opportunity to take part in our career academies, Advanced Placement courses, or College Dual Enrollment courses.

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

Increasing scaffolded rigor in every classroom, sharing options for students to increase their own exposure to college-level course study, increasing parent communication, partnering with local

universities/colleges to better prepare our students for a successful secondary to post-secondary transition.

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

Guidance counselors have individual senior conferences to communicate graduation requirements and post secondary readiness.

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. Continue to develop a culture of high expectations that all students can achieve academic success through providing standard-based instruction.

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. Continue to develop a culture of high expectations that all students can achieve academic success through providing standard-based instruction. 1a

G073945

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	70.0
FSA Mathematics - Achievement	46.0
FSA English Language Arts - Achievement	40.0
Bio I EOC Pass	54.0

Resources Available to Support the Goal 2

- CPALMS
- Academic Coaches (District and school)
- Master Schedule conducive to common planning
- Achieve 3000
- Mr. Hite
- Mr. Bellamy
- District Curriculum Directors
- Mrs. Barnes
- Mr. Smith
- IDEAS
- IBTP
- Mindset (by Carol S. Dweck)

Targeted Barriers to Achieving the Goal 3

- Unfamiliarity of aligning lessons/tasks to standard while meeting the needs of all students.
- Unfamiliarity with literacy expectations in all content areas.
- Fixed Mindset of stakeholders (Administrators, Teachers, Students, and Community)

Plan to Monitor Progress Toward G1. 8

Work samples to determine if support has contributed to goal.
1. Lesson plans
2. Monitoring
3. Classroom walkthroughs

Person Responsible

Jason Looney

Schedule

Weekly, from 9/1/2015 to 5/11/2016

Evidence of Completion

Journey data Walk-through data Progress monitoring

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. Continue to develop a culture of high expectations that all students can achieve academic success through providing standard-based instruction. 1

🔑 G073945

G1.B1 Unfamiliarity of aligning lessons/tasks to standard while meeting the needs of all students. 2

🔑 B193118

G1.B1.S1 Administrators, Coaches, and Teacher leaders continue to provide teachers with support through modeling, PD, Common Planning and data chats. 4

🔑 S204637

Strategy Rationale

Action Step 1 5

Administration and coaches will meet to develop a calender for Common Planning and Data Chats.

Person Responsible

Jason Looney

Schedule

Weekly, from 8/11/2015 to 5/9/2016

Evidence of Completion

Agenda and Notes

Action Step 2 `5`

Administration and coaches will meet to develop a plan for pre planning, facilitating and monitoring common planning, with specified roles determined by common planning groups.

Person Responsible

Jason Looney

Schedule

Weekly, from 8/11/2015 to 8/11/2015

Evidence of Completion

Agendas and minutes documentation

Action Step 3 `5`

Implementation of plan

Person Responsible

Jason Looney

Schedule

Weekly, from 8/19/2015 to 5/9/2016

Evidence of Completion

Observations, Instructional Strategies and Trend data

Action Step 4 `5`

Data chats discussing EOCs, FSAs, Assessments, Agile Minds and IBTP

Person Responsible

Jason Looney

Schedule

Weekly, from 8/19/2014 to 5/9/2016

Evidence of Completion

Data Chat forms kept in data tracking binder.

Action Step 5 5

Person Responsible

Schedule

Evidence of Completion

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

Weekly administrative meeting to discuss what was observed the previous week during walk-throughs and Weekly coaches meeting to discuss how teachers will receive support, how the weekly data will be used, is the stragegy being implemented and next steps.

Person Responsible

Jason Looney

Schedule

Weekly, from 8/26/2015 to 8/26/2015

Evidence of Completion

Data binder, planned monitoring, journey for walkthrough, informal, and formal observations, sign in sheets, and PLC documentation.

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

Administrative Observations and classroom visits.

Person Responsible

Jason Looney

Schedule

Daily, from 9/1/2014 to 6/1/2015

Evidence of Completion

Calendars, Lesson Plans, Common Planning signin sheets, Journey observational data and PD signin sheets

G1.B2 Unfamiliarity with literacy expectations in all content areas. [2]

🔍 B193119

G1.B2.S1 Allowing the opportunity for content areas to provide multiple writing formats. [4]

🔍 S204638

Strategy Rationale

Each content area's writing expectations are different, but they all support Literacy standards.

Action Step 1 [5]

Text, lab or task based evidence to support claims or thesis within writing.

Person Responsible

Jason Looney

Schedule

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

Evidence of Completion

1. Student work samples

Action Step 2 [5]

Student work samples used to plan reteaching

Person Responsible

Jason Looney

Schedule

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

Evidence of Completion

Reteaching plan with updated student work samples.

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

Classroom observations, common planning, track data, discussing student work samples and data chats.

Person Responsible

Jason Looney

Schedule

Weekly, from 9/2/2015 to 5/11/2016

Evidence of Completion

1. Sign-in sheets 2. Work samples 3. Lesson plans and mini lesson plans 4. Classroom monitoring

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

Observations
Work samples
Lesson plans
Classroom walthroughs

Person Responsible

Jason Looney

Schedule

Weekly, from 9/2/2015 to 5/11/2016

Evidence of Completion

1. Sign-in sheets 2. Improved Work samples

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	Administration and coaches will meet to develop a calender for Common Planning and Data Chats.	Looney, Jason	8/11/2015	Agenda and Notes	5/9/2016 weekly
G1.B2.S1.A1	Text, lab or task based evidence to support claims or thesis within writing.	Looney, Jason	8/24/2015	1. Student work samples	6/3/2016 weekly
G1.B1.S1.A2	Administration and coaches will meet to develop a plan for pre planning, facilitating and monitoring common planning, with specified roles determined by common planning groups.	Looney, Jason	8/11/2015	Agendas and minutes documentation	8/11/2015 weekly

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	Student work samples used to plan reteaching	Looney, Jason	8/31/2015	Reteaching plan with updated student work samples.	6/3/2016 weekly
G1.B1.S1.A3	Implementation of plan	Looney, Jason	8/19/2015	Observations, Instructional Strategies and Trend data	5/9/2016 weekly
G1.B1.S1.A4	Data chats discussing EOCs, FSAs, Assessments, Agile Minds and IBTP	Looney, Jason	8/19/2014	Data Chat forms kept in data tracking binder.	5/9/2016 weekly
G1.B1.S1.A5	[no content entered]			one-time	
G1.MA1	Work samples to determine if support has contributed to goal. 1. Lesson plans 2. Monitoring 3. Classroom walkthroughs	Looney, Jason	9/1/2015	Journey data Walk-through data Progress monitoring	5/11/2016 weekly
G1.B1.S1.MA1	Administrative Observations and classroom visits.	Looney, Jason	9/1/2014	Calendars, Lesson Plans, Common Planning signin sheets, Journey observational data and PD signin sheets	6/1/2015 daily
G1.B1.S1.MA1	Weekly administrative meeting to discuss what was observed the previous week during walk-throughs and Weekly coaches meeting to discuss how teachers will receive support, how the weekly data will be used, is the stragegy being implemented and next steps.	Looney, Jason	8/26/2015	Data binder, planned monitoring, journey for walkthrough, informal, and formal observations, sign in sheets, and PLC documentation.	8/26/2015 weekly
G1.B2.S1.MA1	Observations Work samples Lesson plans Classroom walthroughs	Looney, Jason	9/2/2015	1. Sign-in sheets 2. Improved Work samples	5/11/2016 weekly
G1.B2.S1.MA1	Classroom observations, common planning, track data, discussing student work samples and data chats.	Looney, Jason	9/2/2015	1. Sign-in sheets 2. Work samples 3. Lesson plans and mini lesson plans 4. Classroom monitoring	5/11/2016 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. Continue to develop a culture of high expectations that all students can achieve academic success through providing standard-based instruction.

G1.B1 Unfamiliarity of aligning lessons/tasks to standard while meeting the needs of all students.

G1.B1.S1 Administrators, Coaches, and Teacher leaders continue to provide teachers with support through modeling, PD, Common Planning and data chats.

PD Opportunity 1

Implementation of plan

Facilitator

Looney, Blanchard, Dixon, Fisher

Participants

Teachers

Schedule

Weekly, from 8/19/2015 to 5/9/2016

G1.B2 Unfamiliarity with literacy expectations in all content areas.

G1.B2.S1 Allowing the opportunity for content areas to provide multiple writing formats.

PD Opportunity 1

Text, lab or task based evidence to support claims or thesis within writing.

Facilitator

Administration and Coaches

Participants

Administration, Coaches, and Teachers

Schedule

Weekly, from 8/24/2015 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	Administration and coaches will meet to develop a calender for Common Planning and Data Chats.	$0.00
2	G1.B1.S1.A2	Administration and coaches will meet to develop a plan for pre planning, facilitating and monitoring common planning, with specified roles determined by common planning groups.	$0.00
3	G1.B1.S1.A3	Implementation of plan	$0.00
4	G1.B1.S1.A4	Data chats discussing EOCs, FSAs, Assessments, Agile Minds and IBTP	$0.00
5	G1.B1.S1.A5		$0.00
6	G1.B2.S1.A1	Text, lab or task based evidence to support claims or thesis within writing.	$0.00
7	G1.B2.S1.A2	Student work samples used to plan reteaching	$0.00
		Total:	$0.00