Mort Elementary School

2015-16 School Improvement Plan

Mort Elementary School

1806 E BEARSS AVE, Tampa, FL 33613

[no web address on file]

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	94%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	87%

School Grades History

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

Preliminary Informational Baseline School Grade

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

School Board Approval

This plan is pending approval by the Hillsborough 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
Priority	4	Jim Browder

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

At Mort Elementary ...
Manatees Teach! Manatees Learn! Manatees Achieve!

Provide the school's vision statement

Mort will be an "A" school.

School Environment

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

During pre-planning, we conduct a community walk in which we visit all of our students' homes and get them excited for the school year. We begin the school year with a "Meet and Greet" where the parents and families are invited to meet the teacher, learn school procedures, and ask questions. Parent conferences are held throughout the year. We solicit parent feedback through various formal and informal means, including school meetings and newsletters. We hold a variety of events targeted to parents and community members.

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

We have staff members strategically assigned duties in the morning and after school. Staff members greet children and families as they arrive on campus. Students and family members are welcomed and we work to provide assistance to each individual as needed. We continuously seek parental input into the programs and procedures that we have established as well as seek input in supporting our students to be successful learners. We are a CHAMPS school which supports our students knowing the expectations so there is clear communication between adults and children.

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

The school uses the CHAMPS system for management, as well as, a school wide behavior plan. Incentives are built into the system to motive and support students and teachers. Ongoing training supports both new and experienced teachers. We also have instituted a school-wide house system in which assigned teams in various grade levels work together to earn positive points for their house based on behavior, attendance, and academic achievement.
C.A.S.A./ House Incentive Program
What's the purpose of the House?
• Build support across grade levels.
• Create friendly competition.
• Motivate students and staff
• Great way to celebrate achievements
Who's in each house?
Each house has at least two grade levels making a total of 10 classrooms and 10 classroom teachers

in each house. The house also has 8 additional staff members.
How do you determine the points?
The house is built on four pillars Character, Achievement, Service, and Attendance.
Each day a house (class) can earn points in any of those areas. At the end of the week the total points will be added and then announced. Additional points can be earned throughout the day, week, and month depending on what events are happening. For example the house that logged on to MYON the most this week will earn 1000 bonus points.
Character: Behaviors DAILY
No referrals formal/informal will earn 50 pts per class.
Followed all lunchroom procedures CHAMPS expectations 20 Pts per class.
Achievement: IREADY Weekly
Highest Weekly IREADY points 100Pts
Service: Community Events
Service actions are wild points and can be given at any time.
Attendance: Daily
Every student Present 1 pt. per student
No late sign in 20 Pts
No Early sign out 20 pts
Who adds and monitors the points?
Office Staff
What does the classroom teacher do?
Motivate and communicate with the house member's adults and students. You don't have to add the points for you the office staff will add points and update boards.
What will we earn?
Each house has an assigned trophy. The trophies will be on display for everyone to see. The top house trophy will be on display for everyone to admire.
The last Friday of the month the house with the top points will celebrate. The celebrations can range from snow cones, s'mores, movie day and much more.
Tardy Policy
Students have the responsibility to be in class on time. Students must attend class, and be on time, in order to receive the maximum benefit from instruction. Tardies will be considered an incident only after four or more have accrued within a grading period. HCPS policies dictate that consequences for tardies include only non-suspension consequences.
PROCEDURES FOR REPORTING TARDINESS TO SCHOOL: (HCPS Policy 5230)
A student is tardy when he/she arrives after the beginning of the school day. A student who is tardy to school must be signed in at the Main Office. All students must not be dropped off and must be accompanied by an adult. An excused tardy exists when reasons acceptable to the principal or his or her designed are given.
At Mort we will send a Parent link message will go out at the end of the school day to inform parents of the students tardy for that day.
An excused sign-in includes:
• illness;
• medical or dental appointments (doctor's statement may be required);
•automobile accident;
•deaths or funerals;
•emergency situations acceptable to the principal or designee;
•required court appearance (subpoena required);
•established religion observance;
•severe weather;
•breakdown of school bus.
Unexcused sign-ins include the following:
•car problems (ex: flat tire, no gas, car won't start, student getting a parking decal);
•heavy traffic;

•overslept;
•returned for forgotten items or student obtaining an absentee admit;
•non-educational appointments.

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

• Given that one of the main tasks of the Leadership Team/PSLT is to monitor student data related to instruction and interventions, the Leadership Team/PLST monitors the effectiveness of instruction and intervention by reviewing student data as well as data related to implementation fidelity (teacher walk-through data).
• The Leadership Team/PSLT communicates with and supports the PLCs in implementing the proposed strategies by distributing Leadership Team members across the PLCs to facilitate planning and implementation. Once strategies are put in place, the Leadership Team members who are part of the PLCs regularly report on their efforts and student outcomes to the larger Leadership Team/PSLT.
• The Leadership Team/PSLT and PLCs both use the problem solving process (Problem Identification, Problem Analysis, Intervention Design and Implementation and Evaluation to:
o Use the problem-solving model when analyzing data:
1. What is the problem? (Problem Identification)
2. Why is it occurring? (Problem Analysis and Barrier Identification)
3. What are we going to do about it? (Action Plan Design and Implementation)
4. Is it working? (Monitor Progress and Evaluate Action Plan Effectiveness)
o Identify the problem (based on an analysis of the data disaggregated via data sorts) in multiple areas – curriculum content, behavior, and attendance
o Develop and test hypotheses about why student/school problems are occurring (changeable barriers).
o Develop and target interventions based on confirmed hypotheses. Interventions may include academic interventions as well as counseling, mentoring, and other pupil services.
o Identify appropriate progress monitoring assessments/data collection tools to be administered at regular intervals matched to the intensity of the level of instructional/behavioral/intervention support provided.
o Develop grading period or units of instruction//intervention goals that are ambitious, time-bound, and measureable (e.g., SMART goals).
o Review progress monitoring data at regular intervals to determine when student(s) need more or less support (e.g., frequency, duration, intensity) to meet established class, grade, behavior, and/or school goals (e.g., use of data-based decision-making to fade, maintain, modify or intensify intervention and/or enrichment support).
o Each PLC develops PLC action plan for SIP strategy implementation and monitoring.
o Assess the implementation of the strategies on the SIP using the following questions:
1. Does the data show implementation of strategies are resulting in positive student growth?
2. To what extent are we making progress toward the school's SIP goals?
3. If we are making progress, what can we do to sustain what is working?
4. What barriers to implementation are we facing and how will we address them?
5. What should we do next? What should be our plan of action?

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

Early warning indicators include:
Attendance (5 or more absences of any type per grading period)

One or more suspension (in or out of school)

Excessive tardies (5 or more per grading period)

ELA/Math course failure

Early warning system data can come from the following sources:

**Core Curriculum (Tier 1) - Information format: DATA SOURCE: Database Management Systems: Person Responsible/Group Responsible.

FCAT RELEASED TESTS: School generated excel database; Reading Coach/Math Coach/AP.

BASELINE & YEAR DISTRICT ASSESSMENTS: CitySchool; Leadership Team/PLCs/Individual teachers.

DISTRICT GENERATED ASSESSMENTS FROM THE OFFICE OF ASSESSMENT AND ACCOUNTABILITY (NAME THE ASSESSMENTS): Scantron Achievement Series; Data Wall, Dashboard; Leadership Team/PLCs/Individual teachers.

SUBJECT-SPECIFIC ASSESSMENTS GENERATED BY DISTRICT-LEVEL SUBJECT SUPERVISORS IN READING, LANGUAGE ARTS, MATH, WRITING, & SCIENCE (NAME THE ASSESSMENTS): Scantron Achievement Series, Data Wall, PLC Logs; Leadership Team/PLCs/ Individual teachers.

FAIR: Progress Monitoring and Reporting Network (PMRN), IPT, Data Wall; Reading Coach/Reading Resource Teacher/Reading PLC Facilitator.

CELLA: Sagebrush (IPT); ELL/PSLT Representative.

TEACHERS' COMMON ASSESSMENTS ON UNITS OF INSTRUCTION/BIG IDEAS: PLC Database, PLC Logs; Individual teachers/Team Leaders/PLC Facilitators/Leadership Team Member.

DRA-2: School generated excel database; Individual teacher.

**Supplemental/Intensive Instruction (Tiers 2 and 3) - Information format: DATA SOURCE: Database: Person Responsible/Group Responsible.

ASSESSMENTS DATA COLLECTED FROM EXTENDED LEARNING PROGRAMS: School generated excel database; Leadership Team/ELP Facilitator.

FAIR OPM: School generated excel database; Leadership Team/Reading Coach.

ONGOING ASSESSMENTS WITHIN INTENSIVE COURSES (Middle/High): Database provided by course materials (for courses that have one, e.g., Read 180), School generated excel database; Coaches.

CURRICULUM BASED MEASUREMENTS: easyCBM Reports; Leadership Team/PLCs, Individual Teachers, Reading Coaches.

RESEARCH-BASED COMPUTER-ASSISTED INSTRUCTIONAL PROGRAMS (e.g., iStation): Assessments included in computer-based programs; PLCs/Individual teachers/Reading coaches.

**Engagement - Information format: DATA SOURCE: Database: Person Responsible/Group Responsible.

ATTENDANCE DATA (Absenteeism, Chronic Absenteeism, Truancy): District Databases: Reports on Demand, IPT, EASI; Attendance Clerk/Attendance Committee/PSLT/PLCs.

DISCIPLINE DATA (Out-of-school suspensions, in-school suspensions, ATOSS, Discipline Referrals): District Databases: Reports on Demand, IPT, EASI; PSLT/PLCs/Behavior Intervention Committee/PBS Team.

DROPOUT PREVENTION DATA (Withdrawal codes, academic outcomes, attendance, discipline data): District databases: Reports on Demand, IPT, EASI, Dashboard, Site generated early warning systems; PSLT/Dropout Prevention Specialist/PLCs/Guidance Counselors/Dropout Prevention Committee.

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	7	44	27	15	13	10	116
One or more suspensions	0	3	1	5	2	3	14
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	

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

Indicator	Grade Level				Total
	1	2	3	5	
Students exhibiting two or more indicators	1	1	1	1	4

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

The purpose of the core Leadership Team is to:

1. Review school-wide assessment data on an ongoing basis in order to identify instructional needs at all grade levels.

2. Support the implementation of high quality instructional practices at the core and intervention/enrichment (Tiers 2/3) levels.

3. Review ongoing progress monitoring data at the core to ensure fidelity of instruction and attainment of SIP goal(s) in curricular, behavioral, and attendance domains.

4. Communicate school-wide data to PLCs and facilitate problem solving within the content/grade level teams.

The Leadership team meets regularly (e.g., bi-weekly/monthly). Specific responsibilities include:

• Oversee the multi-layered model of instructional delivery (Tier 1/Core, Tier 2/Supplemental and Tier 3/Intensive)

• Create, manage and update the school resource map

• Ensure the master schedule incorporates allocated time for intervention support at all grade levels.

• Determine scheduling needs, and assist teacher teams in identifying research-based instructional materials and intervention resources at Tiers2/3

• Facilitate the implementation of specific programs (e.g., Extended Learning Programs during and after school; Saturday Academies) that provide intervention support to students identified through data sorts/chats conducted by the PLCs.

• Determine the school-wide professional development needs of faculty and staff and arrange trainings aligned with the SIP goals

• Organize and support systematic data collection (e.g., district and state assessments; during-the-grading period school assessments/checks for understanding; in-school surveys)

• Assist and monitor teacher use of SMART goals per unit of instruction. (data will be collected and analyzed by PLCs and reported to the Leadership Team/PSLT)

• Strengthen the Tier 1 (core curriculum) instruction through the:

o Implementation and support of PLCs

o Review of teacher/PLC core curriculum assessments/chapters tests/checks for understanding (data will be collected and analyzed by PLCs and reported to the Leadership Team/PSLT)

o Use of Common Core Assessments by teachers teaching the same grade/subject area/course (data will be collected and analyzed by PLCs and reported to the Leadership Team/PSLT)

o Implementation of research-based scientifically validated instructional strategies and/or interventions. (as outlined in our SIP)

o Communication with major stakeholders (e.g., parents, business partners, etc.) regarding student

outcomes through data summaries and conferences.
• On a monthly basis, assist in the evaluation of teacher fidelity data and student achievement data collected during the month.
• Support the planning, implementing, and evaluating the outcomes of supplemental and intensive interventions in conjunction with PLCs and Specialty PSLT.
• Work collaboratively with the PLCs in the implementation of the C-CIM (Core Continuous Improvement Model) on core curriculum material.
• Coordinate/collaborate/integrate with other working committees, such as the Literacy Leadership Team (which is charged with developing a plan for embedding/integrating reading and writing strategies across all other content areas).

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/116575.

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 support is sustained with assistance for our school community/support personnel. We have organizations that have offered to support our school in a variety of ways. The administration and its leadership team have met with key people in the organizations to create a list of volunteer opportunities. Our plan is to communicate through emails, phones calls, and meetings in order to develop meaningful projects to support our school and increase student achievement.

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
Johnson, Woodland	Principal

Duties

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

Our MTSS team is called the Problem-Solving Team and serve as the main leadership team of the school. The Problem Solving Team will meet once a month to:
Use the problem solving model to:
. Oversee a multi-tiered model of service delivery (Core/Tier 1, Tier 2, and Tier 3)
. Determine scheduling needs, curriculum and intervention resources
. Review and interpret student data (Academic and Behavior)
. Organize and support systematic data collection.
. Through the implementation of PLCs
. Through the use of school-based Reinforcement Calendars, Mini-lessons, and Mini-assessments
. Through the use of Common Assessments given every 2-4 weeks.
. Through the implementation of research-based, scientifically validated instruction/interventions.
.This year our RtI team will focus on Differentiated Instruction Practices.
. Plan, implement, and oversee the supplemental and intensive interventions for student progression in Tier 2 and Tier 3.
. Monitor interventions and data assessment in Tier 2 and Tier 3.
Work collaboratively with the PLCs implementation of the Continuous Improvement Model and progress monitoring
• Coordinate/collaborate with other working committees such as the Reading Leadership Team
• Assist in the implementation and monitoring of the Differentiated Accountability Model
• Identify professional development needs and resources
The School Advisory Council (SAC) Chair is a member of the Problem Solving team.
The Problem Solving Team along with the faculty and SAC were involved in the School Improvement Plan development activities that were conducted prior to school being out for the 12-13 school year and during preplanning for 13-14.
The School Improvement Plan is the document that guides the work of the Problem Solving Team. The large part of the work of the Problem Solving Team is outlined in the Action Steps, Evaluation Process, Evaluation Tool, and Professional Development of the School Improvement Plan.
Since one of the main tasks of the Problem Solving Team is to monitor student data, it will monitor the effectiveness of the Action Steps and suggest modifications if needed.

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

The purpose of the MTSS team and Sip Team in our school is to provide high quality instruction/ intervention matched to student needs and using performance and learning rate over time to make important education decisions to guide instruction. The team functions to address the progress of low performing students and help to all students stay in a regular education setting and improve long-term outcomes. The team uses a problem-solving model and all decisions are made with data.
Title I, Part A
Services are provided to ensure students who need additional remediation are provided support through: after-school, Saturday School and summer programs, quality teachers through professional development, content resource teachers, and mentors.
Title II
The district receives funds for staff development to increase student achievement through teacher training. In addition, the funds are utilized in the Salary Differential Program at Renaissance Schools.
Title III
Services are provided through the district for educational materials and ELL district supported services to improve the education of immigrant and English Language Learners
Supplemental Academic Instruction (SAI)

SAI funds will be coordinated with the Title I funds to provide summer school, reading coaches, and extended learning opportunity programs.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Kristen Safara	Teacher
Sangeeta Bhagwandeen	Teacher
Latiecea Hailey-Brown	Principal

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

All SAC Members approved the 2014-2015 School Improvement Plan. Throughout the year, the SAC committee help monthly meetings to evaluate the goals and barriers and how we were meeting them as a school. The committee also allocated the SAC funds to different resources to meet the SIP goals.

Development of this school improvement plan

In partnership with the School Leadership Team, the SAC will analyze and assess all pertinent school data that affects student achievement, evaluate progress towards meeting the prior year's school improvement goal(s), develop the school improvement plan, vote on the school improvement plan, monitor the school improvement plan, review the school improvement plan as needed, plan and carry out activities that support the school improvement plan, develop a SAC budget to support the school improvement plan goals, monitor the spending of the SAC budget, and make adjustments to the budget as needed.

Preparation of the school's annual budget and plan

SAC submits a budget within the SIP to support strategy implementation and/or professional development.
In the event that the state does not allocate SAC funds to schools, the district may elect to allocate district dollars to schools to support SIP goals. If and when they become available, schools will be notified of the allocation by the Business Division. An initial allocation of 90% is based on the average un-weighted FTE from the prior year. The second allocation is based on the current year's average un-weighted FTE minus the amount initially allocated. The second allocation usually falls in the month of March. Schools are notified by the Business Division when the first and second allocations have been completed.
The law encourages each local SAC to design their own budget (without infringement at the district level) in order to carry out the school improvement process in their school. Subject to the following restrictions, the law does not set any limitations on how the money can be spent. The principal may not override the recommendation of the SAC. Funds may not be used for capital improvement. Funds may not be used for any project or program that has a duration of more than one year. However, a program or project formerly funded may receive funds in a subsequent year. The SAC is responsible for determining how funds will be appropriated. The SAC must vote on each item in the budget

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

Describe the use of SAC funds.

Goal 1: Student achievement will increase through effective questioning where all students are intellectually engaged. Strategy 1: Backwards design, planning to include, rigorous text selection, differentiated instruction, effective questioning and engagement.

Description of Resources

*Teacher mini-grants will assist teachers in purchasing materials for their classroom to increase student achievement. Projected Amount: $500 Final Amount: $476.71

*Educational Board Games to enrich students and increase engagement by connecting student learning to real world situations. Projected Amount: $500 Final Amount: $516.34

*HIgh-interest library books to create a love for learning. Projected Amount: $500 Final Amount: $625.23

*Increase reading proficiency with reading materials such as big books, book sets, audio books, and literacy center materials to assist teachers in teaching the ELA Florida State Standards. Projected Amount: $819 Final Amount: $928.87

Final Amount Spent: $2,547.15

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

No

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

We are in the process of appointing additional members to SAC. Any appointed members will be confirmed through a SAC vote.

Literacy Leadership Team (LLT)

Membership:

Name	Title
Johnson, Woodland	Principal

Duties

Describe how the LLT promotes literacy within the school

The LLT (transitioning to an Instructional Leadership Team model) is a subset of the Problem Solving Leadership Team. The team provides leadership for the implementation of the goals, strategies, and actions steps related reading and writing on the SIP.

The principal is the LLT (ILT) chairperson. The reading coach is a member of the team and provides extensive expertise in data analysis and reading/writing instruction in all content areas. The LLT (ILT) is grounded in a shared or distributive leadership model where content teachers, the reading coach, instructional support staff, and the principal all participate equally in the decision-making process based on the team's review of data and its application to the specific SIP reading and writing goals focus.

The LLT (ILT) members monitors reading/writing data, identifies school-wide and individual teachers' reading/writing-focused instructional strengths and weaknesses, and creates a professional development plan to support identified instructional needs in conjunction with the Problem Solving Leadership team's support plan. Additionally the principal ensures that time is provided for the LLT ILT to collaborate and share information with all site stakeholders including other administrators, teachers, staff members, parents and students.

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

Schools Build a Collaborative Culture Through Regularly Scheduled PLC Meetings
Core Beliefs:
• No school can help all students achieve at high levels if teachers work in isolation.
• Schools improve when teachers are given the time and support to work together to clarify essential student learning, develop common assessments for learning, analyze evidence of student learning, and use that evidence to learn from one another.
• PLCs measure their effectiveness on the basis of results rather than intentions.
• All programs, policies, and practices are continually assessed on the basis of their impact on student learning.
• All staff members receive relevant and timely information on their effectiveness in achieving intended results.
• PLC meetings will be regularly scheduled.
Essential Characteristics of a PLC
• Shared mission, vision, values, goals
• Educators in a PLC benefit from clarity regarding their shared purpose, a common
understanding of the school they are trying to create, collective communities to help move the school in the desired direction, and specific, measurable, attainable, results-oriented, and time-bound (SMART) goals to mark their progress.
• Collaborative teams focused on learning
• In a PLC, educators work together interdependently in collaborative teams to achieve common goals for which they are mutually accountable. The structure of the school is aligned to ensure teams are provided the time and support essential to adult learning.
• Collective inquiry
• Teams in a PLC relentlessly question the status quo, seek new methods of teaching and learning, test the methods, and then reflect on the results. Building shared knowledge of both current reality and best practice is an essential part of each team's decision-making process.
• Action orientation and experimentation
• Members of a PLC constantly turn their learning and insights into action. They recognize the importance of engagement and experience in learning and in testing new ideas. They learn by doing.
• Commitment to Continuous improvement
• Not content with the status quo, members of a PLC constantly seek better ways to achieve mutual goals and accomplish their fundamental purpose of learning for all. All teams engage in an ongoing cycle of:
• Gathering evidence of current levels of student learning
• Developing strategies and ideas to build on strengths and address weaknesses in that learning
• Implementing the strategies and ideas
• Analyzing the impact of the changes to discover what was effective and what was not
• Applying the new knowledge in the next cycle of continuous improvement
• Results orientation
• Educators in a PLC assess their efforts on the basis of tangible results.

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

Teacher Interview Day and Recruitment Fairs occur in June under the oversight of Human Resources. All applicants must be pre-approved by the District to attend these events. SDHC is implementing the Empowering Effective Teachers (EET) initiative, which awards salary increases to all teachers based on sustained performance. Performance levels are tied to a 3-year average of value added measures. The teacher evaluation is based on that value added, along with peer/mentor evaluation data and principal/administration evaluation data. PLCs and the District's Mentoring program for new teachers are essential for teacher retention.

The Salary Differential program for identified high needs Title I schools helps to recruit and retain high quality teachers. All new hires must be approved by the District. This program requires teachers to be rated in the "good to excellent" range, be highly qualified for their position, and to have completed, signed and implemented an Individualized Professional Development Plan (IPDP).

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

District based mentors are provided to teachers new to teaching through the EET initiative. Weekly visits by mentors can include planning, modeling, data analysis, coaching, conference, and problem solving. Mentors work individually with new teachers, developing unique plans to support professional growth. The district-based mentor has strengths in the areas of leadership, mentoring, and increasing student achievement.
Domain trainings for Instructional Staff based on EET Rubric trends.

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

Hillsborough County Public Schools use state-adopted standards as the foundation for content area instruction. Florida adopted Common Core State Standards in mathematics, language arts, and literacy in history/social studies, science, and technical subjects in July 2010, which were fully implemented in 2013-14. The Common Core (CC) standards may be accessed at: http://www.cpalms.org/Standards/Common_Core_Standards.aspx. These standards describe the level of student achievement for which the state will hold schools accountable for students' learning. The domains, strands, standards, and benchmarks which comprise the Florida Standards are authorized by Section 1003.41, F.S., and are adopted by the State Board of Education (SBE). Rule 6A-1.09401, FAC, requires public schools to provide appropriate instruction to assist students in the achievement of these standards. Section 1008.25, F.S., requires each district school board to incorporate the Florida Standards into the district student progression plan.
The benchmarks are in the subject areas of mathematics beyond college and career ready (calculus, discrete mathematics, and financial literacy), science, social studies, the arts (dance, music, theatre, and visual arts), health education, physical education, world languages, gifted education and special education skills.
HCPS has, as required by state statute, adopted a comprehensive plan for student progression, which includes standards for evaluating each student's performance, including mastery of the Florida Standards. The plan also provides specific levels of performance in reading, writing, science, and mathematics at each grade level that includes the levels of performance on statewide assessments (as established by the Commissioner) at which a student must receive remediation or be retained. The HCPS pupil progression plan can be viewed at: http://www.sdhc.k12.fl.us/instruction/StudentProgressionPlan/index.asp.
Pursuant to State law, HCPS Board policies require purchasing current instructional materials so that each student has a textbook or other instructional materials as a major tool of instruction in core courses of the appropriate subject areas of mathematics, language arts, science, social studies, reading, and literature for grades K-12. The primary objective of such instructional materials shall be to enrich, support, and implement the educational program of the school. These purchases shall be for instructional materials included on the State-adopted list, except as otherwise provided in State law, and shall be made within the first two years of the adoption cycle. The primary objective of such

instructional materials shall be to enrich, support, and implement the educational program of the school.

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

HCPS utilizes Problem-Solving and Response to Instruction/Intervention/Multi-tiered Systems of Support Framework as defined by Florida.

PS-RtI/MTSS is the practice of providing high-quality instruction and intervention matched to student needs using learning rate over time and level of performance to make important instructional decisions. PS-Rt/MTSS involves the systematic use of assessment data to most efficiently allocate resources in order to improve learning for all students. To ensure efficient use of resources, schools begin with the identification of trends and patterns using school-wide and grade-level data. Students who need instructional intervention beyond what is provided universally for positive behavior or academic content areas are provided with targeted, supplemental interventions delivered individually or in small groups at increasing levels of intensity.

The RtI/MTSS framework is characterized by a continuum of academic and behavior supports reflecting the need for students to have fluid access to instruction of varying intensity levels. Three tiers describe the level and intensity of the instruction/interventions provided across the continuum. The three tiers are not, conversely, used to describe categories of students or specific instructional programs. The three tiers are characterized as follows:

Tier 1: Core Universal Instruction and Supports – General academic and behavior instruction and support designed and differentiated for all students in all settings

Tier 2: Targeted Supplemental Interventions and Supports – More focused, targeted instruction/ intervention and supplemental support in addition to and aligned with the core academic and behavior curriculum and instruction

Tier 3: Intensive Individualized Interventions and Supports – The most intense (increased time, narrowed focus, reduced group size) instruction and intervention based upon individual student need provided in addition to and aligned with core and supplemental academic and behavior, curriculum, instruction, and supports

The problem-solving process is critical to making the instructional adjustments needed for continual improvement in both student level of performance and rate of progress and is critical for assessing (through students' response) the effectiveness of the instruction/interventions provided. Throughout the continuum of instruction and intervention, problem solving is used to match instructional resources to educational need. Teams continue to engage in problem solving to ensure that student success is achieved and maintained. The four critical parts of the on-going problem-solving cycle as a consistent way of work for teams are as follows:

I. Define the problem by determining the difference between what is expected and what is occurring. Ask, "What specifically do we want students to know and be able to do when compared to what they do know and are able to do?" When engaged in problem solving at the individual student level, the team should strive for accuracy by asking, "What exactly is the problem?"

II. Analyze the problem using data to determine why the issue is occurring. Generate hypotheses (reasons why students are not meeting performance goals) founded in evidence-based content area knowledge, alterable variables, and instructionally relevant domains. Gather assessment data to determine valid/non-valid hypotheses. Link validated hypotheses to instruction/intervention so that hypotheses will lead to evidence-based instructional decisions. Ask, "Why is/are the desired goal(s) not occurring? What are the barriers to the student(s) doing and knowing what is expected?" Design or select instruction to directly address those barriers.

III. Develop and implement a plan driven by the results of the team's problem analysis by establishing a performance goal for the group of students or the individual student and developing an intervention plan to achieve the goal. Then delineate how the student's or group of students' progress will be

monitored and implementation integrity will be supported. Ask, "What are we going to do?"
IV. Measure response to instruction/interventions by using data gathered from progress monitoring at agreed upon intervals to evaluate the effectiveness of the intervention plan based on the student's or group of students' response to the intervention. Progress-monitoring data should directly reflect the targeted skill(s). Ask, "Is it working? If not, how will the instruction/intervention plan be adjusted to better support the student's or group of students' progress?" Team discussion centers on how to maintain or better enable learning for the student(s).
HCPS offers a variety of programs designed to meet the diverse needs of students. In Elementary School these supplemental and enrichment programs include additional time in small teacher-guided groups, computer aided interventions (i.e.iStation, FASTT Math, Dimension U), Extended Learning Time, extended year programs, tutorial support, Math Bowl, Economics Bowl, Tivitz, Fine Arts Festival, Speech Contest, myOn Reader, Battle of the Books, Science Olympics, Magnet Programs, Hillsborough Robots Challenge, and Geography Bee. In Middle and High Schools, these supplemental and enrichment programs include SpringBoard reading support, computer aided interventions (myOn reader, Dimension U), Tutorial support, Robotics, Science Olympiad, AVID, Advanced Placement, IB, Dual Enrollment, Grade Enhancement Courses, Career Pathways, Program Completers, Industry Certfications, Magnet Programs, credit recovery, and extended year programs.

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: 10,800

Additional reading Instruction: Lowest 300 school

Strategy Rationale

Lowest 300 school

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Johnson, Woodland, woodland.johnson@sdhc.k12.fl.us

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

Easy CBM
Iready
Imagine Learning
FAIR
IStation
EasyCBM, FAIR, iReady progress reports, ELA interim assessments – Data will be analyzed after each assessment in cooperation with district ELA team

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

In Hillsborough County Public schools, all kindergarten children are assessed for Kindergarten Readiness using the FLKRS (Florida Kindergarten Readiness Screener.) This state-selected assessment contains a subset of the Early Childhood Observation System and the first five measures of the Florida Assessments in Reading (FAIR). The instruments used in the screening are based upon the Florida Voluntary Prekindergarten (VPK) Education Standards. Parents are provided with a letter from the Commissioner of Education, explaining the assessments. Teachers will meet with parents after the assessments have been completed to review student performance. Data from the FAIR will be used to assist teachers in creating homogeneous groupings for small group reading instruction. Children entering Kindergarten may have benefited from the Hillsborough County Public Schools' Voluntary Prekindergarten Program. This program is offered at elementary schools in the summer and during the school year in selected Head Start classrooms. Students in the VPK program are given a district-created screening that looks at letter names, letter sounds phonemic awareness and number sense. This assessment is administered at the start and end of the VPK program. A copy of these assessments is mailed to the school in which the child will be registered for kindergarten, enabling the child's teacher to have a better understanding of the child's abilities from the first day of school..Parent Involvement events for Transitioning Children into Kindergarten include Kindergarten RoundUp. This event provides parents with an opportunity to meet the teachers and hear about the academic program. Parents are encouraged to complete the school registration procedure at this time to ensure that the child is able to start school on time.

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

NA

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

NA

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

NA

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.   School culture will improve by aligning our mission and vision statements with school-wide beliefs with an emphasis on student leadership and promoting and modeling great character.

G2.   Student achievement will increase when all students are engaged in rigorous, differentiated tasks and lessons/activities are well planned and aligned with content and standards.

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. School culture will improve by aligning our mission and vision statements with school-wide beliefs with an emphasis on student leadership and promoting and modeling great character. `1a`

G074176

Targets Supported `1b`

Indicator	Annual Target

Resources Available to Support the Goal `2`

•

Targeted Barriers to Achieving the Goal `3`

- implementing belief initiatives schoolwide

- knowledge of implementation of student leadership programs

Plan to Monitor Progress Toward G1. `8`

Behavior Alerts
Formal Behavior Reports
Pep Rallys
Report Card Awards

Person Responsible
Latiecea Haley-Brown

Schedule
Daily, from 8/25/2015 to 6/10/2016

Evidence of Completion
Trends in Behavior Alerts and Reports, Character Awards, and Pep Rallys

G2. Student achievement will increase when all students are engaged in rigorous, differentiated tasks and lessons/activities are well planned and aligned with content and standards. `1a`

G074177

Targets Supported `1b`

Indicator	Annual Target

Resources Available to Support the Goal `2`

•

Targeted Barriers to Achieving the Goal `3`

- buy-in from faculty, students, and parents

- new standards knowledge (faculty)

- planning (time and management) to promote student engagement

Plan to Monitor Progress Toward G2. `8`

Monthly Data Reviews
FAIR Data
EASY CBM
iReady Data
Running Records
Interim Assessments
Academic Review Meetings
Formative Assessments and Performance Tasks
Informal/ Formal Observation Results
Walkthrough Results

Person Responsible

Woodland Johnson

Schedule

Weekly, from 8/17/2015 to 6/10/2016

Evidence of Completion

Data from Formative Assessments, Instructional data, Formal and Information Assessments, PLC Logs, Instructional Calendars, Walkthrough Logs, Evaluation Data

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. School culture will improve by aligning our mission and vision statements with school-wide beliefs with an emphasis on student leadership and promoting and modeling great character. 1

🔍 G074176

G1.B1 implementing belief initiatives schoolwide 2

🔍 B193649

G1.B1.S1 School faculty and community will uphold the five beliefs of our school culture. 4

🔍 S205204

Strategy Rationale

Last year, our faculty and SAC Committee came together to create beliefs for our school that will help to ensure that all stakeholders are buying in to what we believe our school should be and portray. Belief #1: All students will be motivated to learn by teachers fostering a love for learning. Belief #2: All students will be a part of a community (both school and classroom.) Belief #3: All students will be intellectually engaged in every lesson. Belief #4: All students will achieve academically. Belief #5: Parents will be actively involved in their child's education.

Action Step 1 5

Team facilitators will come together to create school-wide beliefs based on our barriers and feedback from our school community.

Person Responsible

Woodland Johnson

Schedule

Weekly, from 8/25/2015 to 6/10/2016

Evidence of Completion

Presence of beliefs incorporated into classroom instruction/ culture, Physical Presence of Posted Beliefs

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

Bi-weekly walkthroughs by leadership team
Informal/ Formal Evaluations
Student Attendance
PLCs
ILT
Team Facilitator Meetings
Leadership Team

Person Responsible

Woodland Johnson

Schedule

On 6/10/2016

Evidence of Completion

Walkthrough Data, Evalutations, Trends in Attendance, PLC Notes, ILT Notes, Team
Facilitator Notes, Leadership Team Notes, Domain 2 Data

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

Bi-weekly walkthroughs by leadership team
Informal/ Formal Evaluations
Student Attendance
PLCs
ILT
Team Facilitator Meetings
Leadership Team

Person Responsible

Woodland Johnson

Schedule

Weekly, from 8/25/2015 to 6/10/2016

Evidence of Completion

Walkthrough Data, Evalutations, Trends in Attendance, PLC Notes, ILT Notes, Team
Facilitator Notes, Leadership Team Notes, Domain 2 Data

G1.B2 knowledge of implementation of student leadership programs 2

B193650

G1.B2.S1 Student leadership programs will be implemented to promote academic and character achievement. 4

S205205

Strategy Rationale

Action Step 1 5

We will be implementing the Student Council program for fifth graders.

Person Responsible

Woodland Johnson

Schedule

Quarterly, from 10/26/2015 to 6/10/2016

Evidence of Completion

Student Academic Report Card Grades, Formative Assessments

Action Step 2 5

We will be implementing the NEHS (National Elementary Honor Society) for third, fourth, and fifth graders.

Person Responsible

Latiecea Haley-Brown

Schedule

Quarterly, from 10/26/2015 to 6/10/2016

Evidence of Completion

Student Academic Report Card Grades, Formative Assessments

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

PLCs
Team Facilitator Meetings
ILT
Leadership Meetings
Student Council Meetings
NEHS Meetings

Person Responsible

Latiecea Haley-Brown

Schedule

Monthly, from 10/26/2015 to 6/10/2016

Evidence of Completion

Academic Reviews, Team Facilitator Notes, ILT Notes, Leadership Meetings Notes, Student Council Meeting Notes, NEHS Meeting Notes

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

PLCs
Team Facilitator Meetings
ILT
Leadership Meetings
Student Council Meetings
NEHS Meetings

Person Responsible

Latiecea Haley-Brown

Schedule

Monthly, from 10/26/2015 to 6/10/2016

Evidence of Completion

Academic Reviews, Team Facilitator Notes, ILT Notes, Leadership Meetings Notes, Student Council Meeting Notes, NEHS Meeting Notes

G2. Student achievement will increase when all students are engaged in rigorous, differentiated tasks and lessons/activities are well planned and aligned with content and standards. 1

G074177

G2.B3 new standards knowledge (faculty) 2

B193653

G2.B3.S1 Faculty will take part in a reading standards training. 4

S205208

Strategy Rationale

Due to new LAFS standards, we wanted to hold a training in which teachers could study the trajectory of standards so that they align their lessons with the correct depth of the curriculum.

Action Step 1 5

During pre-plannning, faculty will come together to participate in a LAFS Standards Training.

Person Responsible

Woodland Johnson

Schedule

On 8/14/2015

Evidence of Completion

Domain 1 EET

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

Bi-weekly Walkthroughs
Coaching Cycles
Assessment Monitoring
Evaluations
PLC Meetings
Progress Monitoring

Person Responsible

Woodland Johnson

Schedule

On 6/10/2016

Evidence of Completion

Walk Through Data, PLC Logs, Training Logs, Coaching Logs, Formal/ Informal Observations

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

Monthly Data Reviews
FAIR Data
EASY CBM
iReady Data
Running Records
Interim Assessments
Academic Review Meetings
Formative Assessments and Performance Tasks

Person Responsible

Woodland Johnson

Schedule

Monthly, from 8/17/2015 to 6/10/2016

Evidence of Completion

Data from Formative Assessments, Instructional data, Formal and Information Assessments, PLC Logs, Instructional Calendars

G2.B4 planning (time and management) to promote student engagement `2`

🔑 B193654

G2.B4.S1 Faculty will specifically plan engagement strategies (Kagan, grouping ideas) for lessons to ensure student engagement. `4`

🔑 S205209

Strategy Rationale

By planning engagement structures, this will ensure that student expectations are clear and all students are involved in the learning process while also teaching them cooperative learning skills. It will also ensure that lessons are thoroughly thought out and well planned.

Action Step 1 `5`

Staff Development
Content Trainings: ELA, Math, Science
Coaching Cycles

Person Responsible

Woodland Johnson

Schedule

Biweekly, from 8/25/2015 to 6/10/2016

Evidence of Completion

Inservice Records, Coaching Logs

Plan to Monitor Fidelity of Implementation of G2.B4.S1 6

Leadership team will conduct bi-weekly walk-throughs and provide timely feedback on engagement strategies and work.

Person Responsible

Woodland Johnson

Schedule

Biweekly, from 8/25/2015 to 6/10/2016

Evidence of Completion

Data from Walk-throughs, Informal/ Formal Evaluations Results

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 7

Progress Monitoring
Academic Review Meetings
Assessment Monitoring
PLC's
ILT
Leadership Meetings

Person Responsible

Woodland Johnson

Schedule

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

Evidence of Completion

Formative Assessment Data, PLC Logs

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	Team facilitators will come together to create school-wide beliefs based on our barriers and feedback from our school community.	Johnson, Woodland	8/25/2015	Presence of beliefs incorporated into classroom instruction/ culture, Physical Presence of Posted Beliefs	6/10/2016 weekly
G1.B2.S1.A1	We will be implementing the Student Council program for fifth graders.	Johnson, Woodland	10/26/2015	Student Academic Report Card Grades, Formative Assessments	6/10/2016 quarterly
G2.B3.S1.A1	During pre-plannning, faculty will come together to participate in a LAFS Standards Training.	Johnson, Woodland	8/13/2015	Domain 1 EET	8/14/2015 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B4.S1.A1	Staff Development Content Trainings: ELA, Math, Science Coaching Cycles	Johnson, Woodland	8/25/2015	Inservice Records, Coaching Logs	6/10/2016 biweekly
G1.B2.S1.A2	We will be implementing the NEHS (National Elementary Honor Society) for third, fourth, and fifth graders.	Haley-Brown, Latiecea	10/26/2015	Student Academic Report Card Grades, Formative Assessments	6/10/2016 quarterly
G1.MA1	Behavior Alerts Formal Behavior Reports Pep Rallys Report Card Awards	Haley-Brown, Latiecea	8/25/2015	Trends in Behavior Alerts and Reports, Character Awards, and Pep Rallys	6/10/2016 daily
G1.B1.S1.MA1	Bi-weekly walkthroughs by leadership team Informal/ Formal Evaluations Student Attendance PLCs ILT Team Facilitator Meetings Leadership Team	Johnson, Woodland	8/25/2015	Walkthrough Data, Evaluations, Trends in Attendance, PLC Notes, ILT Notes, Team Facilitator Notes, Leadership Team Notes, Domain 2 Data	6/10/2016 weekly
G1.B1.S1.MA1	Bi-weekly walkthroughs by leadership team Informal/ Formal Evaluations Student Attendance PLCs ILT Team Facilitator Meetings Leadership Team	Johnson, Woodland	8/25/2015	Walkthrough Data, Evaluations, Trends in Attendance, PLC Notes, ILT Notes, Team Facilitator Notes, Leadership Team Notes, Domain 2 Data	6/10/2016 one-time
G1.B2.S1.MA1	PLCs Team Facilitator Meetings ILT Leadership Meetings Student Council Meetings NEHS Meetings	Haley-Brown, Latiecea	10/26/2015	Academic Reviews, Team Facilitator Notes, ILT Notes, Leadership Meetings Notes, Student Council Meeting Notes, NEHS Meeting Notes	6/10/2016 monthly
G1.B2.S1.MA1	PLCs Team Facilitator Meetings ILT Leadership Meetings Student Council Meetings NEHS Meetings	Haley-Brown, Latiecea	10/26/2015	Academic Reviews, Team Facilitator Notes, ILT Notes, Leadership Meetings Notes, Student Council Meeting Notes, NEHS Meeting Notes	6/10/2016 monthly
G2.MA1	Monthly Data Reviews FAIR Data EASY CBM iReady Data Running Records Interim Assessments Academic Review Meetings Formative Assessments and Performance Tasks Informal/ Formal Observation Results Walkthrough Results	Johnson, Woodland	8/17/2015	Data from Formative Assessments, Instructional data, Formal and Information Assessments, PLC Logs, Instructional Calendars, Walkthrough Logs, Evaluation Data	6/10/2016 weekly
G2.B3.S1.MA1	Monthly Data Reviews FAIR Data EASY CBM iReady Data Running Records Interim Assessments Academic Review Meetings Formative Assessments and Performance Tasks	Johnson, Woodland	8/17/2015	Data from Formative Assessments, Instructional data, Formal and Information Assessments, PLC Logs, Instructional Calendars	6/10/2016 monthly
G2.B3.S1.MA1	Bi-weekly Walkthroughs Coaching Cycles Assessment Monitoring Evaluations PLC Meetings Progress Monitoring	Johnson, Woodland	8/13/2015	Walk Through Data, PLC Logs, Training Logs, Coaching Logs, Formal/ Informal Observations	6/10/2016 one-time
G2.B4.S1.MA1	Progress Monitoring Academic Review Meetings Assessment Monitoring PLC's ILT Leadership Meetings	Johnson, Woodland	8/24/2015	Formative Assessment Data, PLC Logs	6/10/2016 biweekly
G2.B4.S1.MA1	Leadership team will conduct bi-weekly walk-throughs and provide timely feedback on engagement strategies and work.	Johnson, Woodland	8/25/2015	Data from Walk-throughs, Informal/ Formal Evaluations Results	6/10/2016 biweekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G2. Student achievement will increase when all students are engaged in rigorous, differentiated tasks and lessons/activities are well planned and aligned with content and standards.

G2.B3 new standards knowledge (faculty)

G2.B3.S1 Faculty will take part in a reading standards training.

PD Opportunity 1

During pre-plannning, faculty will come together to participate in a LAFS Standards Training.

Facilitator

Reading Coaches

Participants

All Instructional Faculty

Schedule

On 8/14/2015

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	Team facilitators will come together to create school-wide beliefs based on our barriers and feedback from our school community.	$0.00
2	G1.B2.S1.A1	We will be implementing the Student Council program for fifth graders.	$0.00
3	G1.B2.S1.A2	We will be implementing the NEHS (National Elementary Honor Society) for third, fourth, and fifth graders.	$0.00
4	G2.B3.S1.A1	During pre-plannning, faculty will come together to participate in a LAFS Standards Training.	$0.00
5	G2.B4.S1.A1	Staff Development Content Trainings: ELA, Math, Science Coaching Cycles	$0.00
		Total:	$0.00