

The School District of Lee County

# Edison Park Creative And Expressive Arts School



2015-16 School Improvement Plan

## Edison Park Creative And Expressive Arts School

2401 EUCLID AVE, Fort Myers, FL 33901

<http://epe.leeschools.net/>

### School Demographics

<b>School Type</b>	<b>2014-15 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 2)
Elementary	No	50%

<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>2015-16 Minority Rate</b> (Reported as Non-white on Survey 2)
No	No	54%

### School Grades History

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

*\*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 Lee County School Board.

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	<a href="#">Gayle Sitter</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

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

The mission of Edison Park Creative & Expressive Arts School is to celebrate diversity, encourage creativity, and nurture a love of learning in pursuit of excellence.

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

To prepare every student for success.

#### School Environment

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

At Edison Park Elementary our students learn through guidance classes about cultures and relationship-building. We also emphasized PBS and 'no bullying' throughout the school, which was aimed at helping students to feel safe and respected. Our arts program here assists because all students have access to each area and the opportunity to participate in performances, which would also build cultural knowledge and relationships between teachers and students.

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

Edison Park is a calm and nurturing environment where all students feel safe and respected before, during, and after school, especially because teachers and other personnel are 'available' and approachable throughout the day. We are privileged to have a full time Guidance Counselor, Therefore, our students are able to chat with her if necessary regarding concerns they may have, so they can be rectified.

Officer Joe, Our resource Officer, is available to speak with students, has his LEAD program, and also provides classes to Kg-5th grade that emphasize relationship building, making positive choices, and staying safe.

##### **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**

One of the foremost advances in school-wide discipline is the emphasis on school-wide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. P.B.S. Vision at Edison Park; Our school is committed to consistently supporting and developing a safe and positive environment, through share accountability, where students will be equipped with social and behavioral skills necessary to be lifelong learners and successful citizens. Our school's core four expectations are; Be respectful, Be Responsible, Be Safe, Be a Good Citizen. These expectations are posted throughout our school as reminders to students. All students are also issued a core four tag. The cards have individual blocks that can be filled with signatures in response to positive behavior. Each week students who have filled their cards have an opportunity to have their name pulled for a drawing. They are recognized on the news.



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

We are privileged to have a full time Guidance Counselor, Therefore, our students are able to chat with her if necessary regarding concerns they may have, so they can be rectified. Officer Joe, Our resource Officer, is available to speak with students, has his LEAD program, and also provides classes to Kg-5th grade that emphasize relationship building, making positive choices, and staying safe.

**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**

NA

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

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

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

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

NA

**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**

Parents are recruited to volunteer. Volunteer applications are completed by all members. Parents volunteer in the classroom, library, PTA, SAC, and other special school events.

**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**

SAC membership includes members of the community. We meet quarterly to discuss our partnership in helping to develop productive citizens.

**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
Trent, Cherise	Principal
Oconnell, Linda	Instructional Technology
Cronin, Catherine	Instructional Coach
Petrucci, Linda	Teacher, ESE
Clements, Kim	Guidance Counselor

**Duties**

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

The roles of each member are as follows:

**Classroom Teachers**

- Keep ongoing progress monitoring notes in a MTSS folder (STAR Reading and Math, Curriculum Assessments, SAT 10 or FSA scores, work samples, anecdotal notes) to be filed in cumulative folder at the end of each school year or if transferring/withdrawing
- Attend MTSS Team meetings to collaborate on & monitor students who are struggling
- Implement interventions designed by MTSS Team for students in Tier 2 & 3
- Deliver instructional interventions with fidelity

**Intervention Specialist**

- Attend and schedule MTSS Team meetings
- Maintain log of all students involved in the MTSS process
- Send parent invites
- Complete necessary MTSS forms
- Train teachers in interventions, progress monitoring, differentiated instruction
- Implement Tier 2 & 3 interventions
- Keep progress monitoring notes & anecdotal of interventions implemented
- Collect school-wide data for team to use in determining at-risk students

**Principal/Principal Designee**

- Facilitate implementation of RTI in your building
- Provide or coordinate valuable and continuous professional development
- Assign paraprofessionals to support MTSS implementation when possible
- Attend MTSS Team meetings to be active in the MTSS change process
- Conduct classroom Walk-Throughs to monitor fidelity

**Guidance Counselor**

- Attends MTSS meetings when available
  - Conduct social-developmental history interviews when requested
- School Psychologist
- Attend MTSS Team meetings on some students in Tier 2 & on all students in Tier 3
  - Monitor data collection process for fidelity
  - Review and interpret progress monitoring data
  - Collaborate with MTSS Team on effective instruction & specific interventions
  - Incorporate Rtl data when guiding a possible ESE referral and when making eligibility decisions
- ESE Teacher/Staffing Specialist
- Consult with MTSS Team regarding Tier 3 3 interventions
  - Incorporate Rtl data when making eligibility decisions
- Specialist (Behavior, IA, OT, PT)
- Social Worker
- Attend Rtl Team meetings when requested
  - Conduct social-developmental history interviews and share with Rtl team
- ESOL/ELL Representative
- Attend all MTSS Team meetings for identified ELL students, advising and completing LEP paperwork
  - Conduct language screenings and assessments
  - Provide to teachers ELL interventions at all Tiers

***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 MTSS Leadership team at Edison Park Elementary meets on an as needed basis to analyze school and/or student progress data in order to monitor the progress of students receiving interventions and to identify students in need of more support. The team uses the five-step problem solving process as outlined in the District's Response to Intervention Manual.

Edison Park receives a small amount of funds each year from the Title II grant. These resources are utilized to provide additional staff development opportunities for instructional staff. Workshops have included FSA writing, differentiation, data analysis and Choosing Excellence.

Edison Park also receives resources for the student breakfast and lunch program . All students receive breakfast and lunch at no cost.

## School Advisory Council (SAC)

### Membership:

Name	Stakeholder Group
Ramie Hall	Parent
Susan Mertz	Parent
John Ammons	Business/Community
Linda Oconnell	Teacher
Mrs. Trent	Principal
Eddie Cedeno	Parent
Laura Wright	Parent
Mrs .Rebecca Jones	Parent
Catherine Cronin	Education Support Employee
Cathy Brown	Parent
Darrel Lieze-Adams	Parent

### Duties

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

*Evaluation of last year's school improvement plan*

A SAC meeting was scheduled. Our school reviewed SIP requirements with all members. Members gave input in regard to this years plan.

*Development of this school improvement plan*

SAC committee reviews data from the previous year. Goals are then set by school based members. SAC then reviews goals and data and provide feedback to school based team. SAC then reviews on-going data tracking to monitor continues improvements.

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

In anticipation of SIP funding, our principal will outline a plan for using funds to review with SAC members at our October meeting.

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

NA

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

Yes

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

### Literacy Leadership Team (LLT)

#### Membership:

Name	Title
Cronin, Catherine	Instructional Coach
Oconnell, Linda	Instructional Technology
Trent, Cherise	Principal

## Duties

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

- \*Monitor progress of lowest 25% to meet AMO Target
- \*Provide support for the reading process across the content, academic and specials
- \*Provide training and report data to grade level teams

## 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**

Grade levels have common planning time. PLC date and time are required each week. Teachers must submit minutes. Teachers also have weekly professional development time where they are encouraged to brainstorm ideas and work collaboratively.

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

Regular meetings of teachers with Principal to ensure all needs are met  
Ongoing:  
Professional Development aligned with School Goals  
Ongoing:  
The ongoing refining of a positive, collaborative and supportive climate  
Provide a mentor

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

All new teachers are assigned a mentor. Mentors are highly qualified teacher in their area of expertise. Mentors are required to meet as needed with new teachers. All beginning teachers are required to participate in the APPLES Program.

## 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***

All school resources have Florida standards listed with every lesson. In lesson plans teachers are required to list the Florida Standards that relate to lesson.

#### **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**

Teachers meet weekly during their PLC time. They review data and adjust lessons, DI groups based on data. Grades K-5 have times set aside daily to Differentiate instruction for students. For example, school wide we will have 30 minutes of differentiated time scheduled each morning. Some students are provided with remediation and others are provided with extension activities through our arts program.

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

**Strategy:** After School Program

**Minutes added to school year:** 40

Once a week teachers meet after school for professional development and team collaboration.

### **Strategy Rationale**

Offering professional development for teacher insure that common curriculum focus and training is being done with all teachers. It also providers an opportunity to collaborate both in teams and cross grade levels to share ideas and problem solve.

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

- Teacher collaboration, planning and professional development

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

Trent, Cherise, cherisewt@leeschools.net

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

Classroom observations and student data

## **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**

Transition:

We have orientation before school starts and then again 2 weeks into start of school. Parents can walk students in for first 10 days.

We pretest our students, so, they can be appropriately placed in classes and teachers already know students level. Then, they differentiate instruction in groups. In addition, we recruit volunteers, and we are also using other staff members (PE teacher) to help with instruction. They include in their curriculum: building orientation thru Gingerbread man and classroom procedures.

### **College and Career Readiness**

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

N/A

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

N/A

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

N/A

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

N/A

## Needs Assessment

### Problem Identification

#### Data to Support Problem Identification

##### Portfolio Selection

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

##### Data Uploads

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

The following documents were submitted as evidence for this section:

.

#### 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.

N/A

### 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.

N/A



## 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.** Edison Park Elementary will increase student learning gains on the grades 3-5 STAR from 60th percentile to the 63rd percentile by March 2016.
- G2.** 100% of core subject areas teachers will track standards and progress monitor through the CASTLE Standards Tracker during FY16 as documented by professional learning community minutes.
- G3.** Teacher engagement will increase at least .2% in the Q12 area of question 4 "In the last seven days, have you received recognition or praise for doing good work?" as measured by the FY16 Gallup Teacher Engagement Survey.

## 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.** Edison Park Elementary will increase student learning gains on the grades 3-5 STAR from 60th percentile to the 63rd percentile by March 2016. **1a**

 G074345

### Targets Supported **1b**

Indicator	Annual Target
ELA/Reading Gains	3.0

### Resources Available to Support the Goal **2**

- Common planning time for PLCs. Performance Matters and Castle for tracking the standards.

### Targeted Barriers to Achieving the Goal **3**

- Time to analyze data and plan for instructional needs based on data. Ability to track the ELA standards.



**G2.** 100% of core subject areas teachers will track standards and progress monitor through the CASTLE Standards Tracker during FY16 as documented by professional learning community minutes. 1a

G074346

**Targets Supported** 1b

Indicator	Annual Target
5Es Score: Collective Responsibility	35.0

**Resources Available to Support the Goal** 2

- CASTLE training and implementation.

**Targeted Barriers to Achieving the Goal** 3

- Availability of CASTLE for all teachers.

**Plan to Monitor Progress Toward G2.** 8

PLC minutes will posted in a folder on SharePoint and reviewed by Principal for fidelity.

**Person Responsible**

Cherise Trent

**Schedule**

Weekly, from 9/23/2015 to 6/8/2016

**Evidence of Completion**

PLC minutes will be monitored and reviewed by Principal.

**G3.** Teacher engagement will increase at least .2% in the Q12 area of question 4 "In the last seven days, have you received recognition or praise for doing good work?" as measured by the FY16 Gallup Teacher Engagement Survey. 1a

G074347

**Targets Supported** 1b

Indicator	Annual Target
School Climate Survey - Staff	3.99

**Resources Available to Support the Goal** 2

- Make the use of high fives consistent.
- Use the kudos feature on Castle.

**Targeted Barriers to Achieving the Goal** 3

- No set system for giving recognition.

**Plan to Monitor Progress Toward G3.** 8

We will monitor the use of high fives weekly.

**Person Responsible**

Catherine Cronin

**Schedule**

Weekly, from 9/8/2015 to 6/7/2016

**Evidence of Completion**

High Five forms will be tracked and monitored.

## 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

**G2.** 100% of core subject areas teachers will track standards and progress monitor through the CASTLE Standards Tracker during FY16 as documented by professional learning community minutes. **1**

 G074346

**G2.B1** Availability of CASTLE for all teachers. **2**

 B194078

**G2.B1.S1** Send Intervention specialist to CASTLE training and have her train the staff on the use of CASTLE. **4**

 S205591

#### Strategy Rationale

Trained teachers will use CASTLE to track data and discuss in PLCs.

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

Intervention Specialist will train the staff on CASTLE and use will be monitored.

#### Person Responsible

Linda Petrucci

#### Schedule

Biweekly, from 9/22/2015 to 6/8/2016

#### Evidence of Completion

**Plan to Monitor Fidelity of Implementation of G2.B1.S1** 6

We will require trainings for CASTLE and use of system will be monitored.

**Person Responsible**

Cherise Trent

**Schedule**

Biweekly, from 9/23/2015 to 6/8/2016

***Evidence of Completion***

CASTLE use will be monitored and PLC minutes will show how data is being analyzed.

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1** 7

PLC minutes will be monitored to check for use of CASTLE data.

**Person Responsible**

Cherise Trent

**Schedule**

Biweekly, from 9/23/2015 to 6/8/2016

***Evidence of Completion***

Evidence will be PLC minutes and CASTLE use.

**G3.** Teacher engagement will increase at least .2% in the Q12 area of question 4 "In the last seven days, have you received recognition or praise for doing good work?" as measured by the FY16 Gallup Teacher Engagement Survey. 1

G074347

**G3.B1** No set system for giving recognition. 2

B194079

**G3.B1.S1** High five forms for teacher recognition will be available in the office with a container to collect them. Kitty Cronin will ensure they are read at Tuesday staff PD meetings. 4

S205592

### **Strategy Rationale**

Teachers are able to give each other recognition for daily tasks and going above and beyond.

### **Action Step 1** 5

High fives will be drawn and read weekly. All that are not read will be put in teachers boxes.

#### **Person Responsible**

Cherise Trent

#### **Schedule**

Weekly, from 9/8/2015 to 6/1/2016

#### **Evidence of Completion**

PD meeting notes. High five forms completed.

### **Action Step 2** 5

We will introduce the staff to Castle and implement use of kudos.

#### **Person Responsible**

Catherine Cronin

#### **Schedule**

Daily, from 9/15/2015 to 6/1/2016

#### **Evidence of Completion**

**Plan to Monitor Fidelity of Implementation of G3.B1.S1 6**

We will keep a record of high fives and meeting notes from PD when they are read out loud.

**Person Responsible**

Catherine Cronin

**Schedule**

Weekly, from 9/8/2015 to 6/1/2016

**Evidence of Completion**

Our Gallup Teacher Engagement Survey for FY16 will show .2% growth in this area.

**Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7**

The Gallup Teacher Engagement Survey for year 2016 will be used to show progress.

**Person Responsible**

Cherise Trent

**Schedule**

On 6/8/2016

**Evidence of Completion**

The Gallup Teacher Engagement Survey for 2016 will show a .2% gain. Our score for Q4 will go from 3.97% to 3.99%.

**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
G2.B1.S1.A1	Intervention Specialist will train the staff on CASTLE and use will be monitored.	Petrucci, Linda	9/22/2015		6/8/2016 biweekly
G3.B1.S1.A1	High fives will be drawn and read weekly. All that are not read will be put in teachers boxes.	Trent, Cherise	9/8/2015	PD meeting notes. High five forms completed.	6/1/2016 weekly
G3.B1.S1.A2	We will introduce the staff to Castle and implement use of kudos.	Cronin, Catherine	9/15/2015		6/1/2016 daily
G2.MA1	PLC minutes will posted in a folder on SharePoint and reviewed by Principal for fidelity.	Trent, Cherise	9/23/2015	PLC minutes will be monitored and reviewed by Principal.	6/8/2016 weekly
G2.B1.S1.MA1	PLC minutes will be monitored to check for use of CASTLE data.	Trent, Cherise	9/23/2015	Evidence will be PLC minutes and CASTLE use.	6/8/2016 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.MA1	We will require trainings for CASTLE and use of system will be monitored.	Trent, Cherise	9/23/2015	CASTLE use will be monitored and PLC minutes will show how data is being analyzed.	6/8/2016 biweekly
G3.MA1	We will monitor the use of high fives weekly.	Cronin, Catherine	9/8/2015	High Five forms will be tracked and monitored.	6/7/2016 weekly
G3.B1.S1.MA1	The Gallup Teacher Engagement Survey for year 2016 will be used to show progress.	Trent, Cherise	9/8/2015	The Gallup Teacher Engagement Survey for 2016 will show a .2% gain. Our score for Q4 will go from 3.97% to 3.99%.	6/8/2016 one-time
G3.B1.S1.MA1	We will keep a record of high fives and meeting notes from PD when they are read out loud.	Cronin, Catherine	9/8/2015	Our Gallup Teacher Engagement Survey for FY16 will show .2% growth in this area.	6/1/2016 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.*

**G2.** 100% of core subject areas teachers will track standards and progress monitor through the CASTLE Standards Tracker during FY16 as documented by professional learning community minutes.

**G2.B1** Availability of CASTLE for all teachers.

**G2.B1.S1** Send Intervention specialist to CASTLE training and have her train the staff on the use of CASTLE.

### **PD Opportunity 1**

Intervention Specialist will train the staff on CASTLE and use will be monitored.

#### **Facilitator**

Linda Petrucci

#### **Participants**

All teachers

#### **Schedule**

Biweekly, from 9/22/2015 to 6/8/2016



**Technical Assistance Items**

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

**Budget**

<b>Budget Data</b>			
1	G2.B1.S1.A1	Intervention Specialist will train the staff on CASTLE and use will be monitored.	\$0.00
2	G3.B1.S1.A1	High fives will be drawn and read weekly. All that are not read will be put in teachers boxes.	\$0.00
3	G3.B1.S1.A2	We will introduce the staff to Castle and implement use of kudos.	\$0.00
			<b>Total: \$0.00</b>