

The School District of Lee County

Gateway Elementary School



2015-16 School Improvement Plan

Gateway Elementary School

13280 GRIFFIN DR, Fort Myers, FL 33913

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

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	No	48%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	59%

School Grades History

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

**Preliminary Informational Baseline School Grade*

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

School Board Approval

This plan is pending approval by the 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	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To inspire life-long learning in all students and staff in a safe, caring, and challenging environment.

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

In an effort to meet the needs of all our students population, Gateway Elementary has embarked on an initiative called The Leader in Me. The Leader in Me teaches 21st century leadership and life skills to students and creates a culture of student empowerment based on the idea that every child can be a leader. In addition, teachers begin the school year by engaging students in Kagan Teambuilding structures to build a caring, trusting classroom environment. Teachers conference with students individually to create data folders that are personalized for student learning and student success. Parents are invited to meet with their child's teacher every semester to engage the family in their child's learning and celebrate progress. Gateway Elementary is a community school where teachers show they care about students and their families by hosting several evening family events such as Meet Your Teacher, Open House night, Spring Fling, Science Fair, Family Math and Science Interactive Night, and Saturday AR Reading Days.

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

Gateway Elementary's physical campus is surrounded by a fence and has a single point of access for all visitors on campus. Visitors enter through the front office and must show ID to be screened before access is granted to the campus. All classroom doors are locked throughout the day. Students are always with an adult at all times. Students that move through the hallways use the buddy system to access parts of our campus. Gateway provides numerous support services to meet the social and emotional needs of all its students. Character Education, Social Skills, and Anti-Bullying programs are taught to all students by the the Guidance Counselor and reinforced through the school day by teachers and staff. The School Counselor also serves as the director of the Before/After School Program. The director coordinates a variety of clubs that all students have access to and serves a variety of student interests and needs.

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

Gateway Elementary teachers use a variety of research based strategies to maintain student engagement. All teachers have Kagan Cooperative Structures training and incorporate Kagan activities to enhance meaningful student engagement and interaction. Our school has begun the journey of incorporating Whole Brain Teaching into instructional lessons. Students use their 'whole

brain' to hear, say, and move their bodies during learning. This requires students to focus intensely on the skills being taught by using their prefrontal cortex which takes control of brain activity to focus the visual cortex and the auditory cortex on the lesson at hand. Gateway's system wide behavioral program is Positive Behavior Support (PBS). PBS is based on understanding why problem behaviors occur - the behavior's function. This approach to behavior occurs on a school-wide level, in a specific setting, classroom, or with an individual student. The entire school agrees on the same 5 expectations of behavior and students are recognized for their positive choices.

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

Gateway provides numerous support services to meet the social and emotional needs of all its students. Character Education, Social Skills, and Anti-Bullying programs are taught to all students by the the Guidance Counselor and reinforced through the school day by teachers and staff. The School Counselor meets with student groups and individually to support emotional needs. A mentoring program is being implemented this year to support the learning and social-emotional development of students. Gateway has a very active volunteer program and has been recognized with the Golden Volunteer Award. Volunteers work in classrooms under the direction of the classroom teacher to support learning.

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

All teachers host a curriculum night for families. Grade levels host student-led conferences. Family Reading Time is an opportunity for students and families to come in to read together and do AR comprehension. The Family Reading is held 4 Saturdays a year at interim time. Family Math Night provides families with the opportunity to participate in Math activities with their students that they can take home and use with their children to increase math proficiency. Science Fair Parent Night is an opportunity for parents to learn about Student Science Fair projects and encourage further experimentation. Parents and students will have 3 additional opportunities to participate in STEM 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

Gateway Elementary has tremendous community support for our students. Our business partners include Suncoast Schools Credit Union and Grace Community Fellowship Church. These community partners provide our school with resources, volunteers, and programs to enhance the learning experiences for all students.

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
Siebenaler, Christine	Principal
Torres, Mirta	Assistant Principal
St John, Sheri	Guidance Counselor
Taylor, Katherine	Instructional Coach
Stahl, Shannon	Instructional Coach

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 Teacher

- Keep ongoing progress monitoring notes in a MTSS folder (curriculum assessments, STAR or FSA/ FCAT scores, work samples, anecdotals) 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 receiving supplemental and intensive supports.
- Deliver instructional interventions with fidelity

Reading or Math Coach/Specialist

- Attend MTSS Team meetings
- Train teachers in interventions, progress monitoring, differentiated instruction
- Implement supplemental and intensive interventions
- Keep progress monitoring notes & anecdotals of interventions implemented
- Administer screenings
- Collect school-wide data for team to use in determining at-risk students
- * Speech-Language Pathologist consult with teachers to intervene at language
- Attend MTSS Team meetings for students receiving supplemental and intensive supports.
- Completes Communication Skills screening for students unsuccessful with Tier 2 interventions
- Assist with supplemental and intensive interventions through collaboration, training, and/or direct student contact
- Incorporate MTSS data when guiding a possible Speech/Language referral & when making eligibility decisions

Coaching Specialist and Intervention Specialist:

- MTSS Team facilitators
- Schedule and attend MTSS Team meetings
- Maintain log of all students involved in the MTSS process
- Send parent invites
- Complete necessary MTSS forms
- Conduct social-developmental history interviews when requested

School Psychologist:

- Attend MTSS Team meetings on some students receiving supplemental supports & on students receiving intensive supports
- Monitor data collection process for fidelity
- Review & interpret progress monitoring data

- Collaborate with MTSS Team on effective instruction & specific interventions
 - Incorporate MTSS data when guiding a possible ESE referral & when making eligibility decisions
- ESE Teacher/Staffing Specialist:
- Consult with MTSS Team regarding intensive interventions
 - Incorporate MTSS data when making eligibility decisions Specialist (Behavior, OT, PT, ASD)
 - Consult with MTSS Team
 - Provide staff trainings
- Social Worker
- Attend MTSS Team meetings when requested
 - Conduct social-developmental history interviews and share with MTSS Team
- ESOL/ELL Representative
- Attend all MTSS Team meetings for identified ELL students, advising and completing LEP paperwork
 - Conduct language screenings and assessments
 - Provide ELL interventions at all tiers
- Principal/Assistant Principal
- Facilitate implementation of the MTSS problem-solving process 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

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 Problem-Solving team at Gateway Elementary School meets on a weekly, monthly, as needed basis to analyze school and/or student progress data in order to identify students in need of further support and monitor the progress of students receiving interventions to ensure that the needs of all students are being met within a multi-tiered system of student supports. The team uses the five-step problem solving process as outlined in the district's MTSS Manual. The Intervention Support Specialist is the chair of the MTSS team. The Intervention Support Specialist also visits classrooms on a weekly basis to follow up on intervention strategies being used with students in the MTSS process.

Gateway Elementary receives Title II and Supplemental Academic Instruction to provide professional development training to teachers. Title II funds will be used to provide curriculum training to teachers making instructional planning shifts for FSA Standards, training as Professional Learning Communities, Training on the creation of common assessments, and training for Thinking Maps, and training on the use of Kagan Structures to increase student engagement. Gateway's Supplemental Academic Instruction funds are being used to support our intermediate teachers and students with a Intervention Specialist Teacher and Paraprofessional working with our Lowest quartile.

Gateway Elementary received a Franklin Covey grant to implement the Leader in Me. The Leader in Me focuses on developing 21st century skills in students to improve student achievement, build character, and student self-esteem.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Beth Zalewski	Teacher
Jeff Kunberger	Business/Community
Andrea Garcia	Education Support Employee
Alexandria Salazar-Smith	Parent
Chris Siebenaler	Principal
Ira Malamut	Business/Community
Lisa Soto	Education Support Employee
Roy Marsh	Parent
Bryon Taylor	Parent
Rosa Ortiz	Teacher
Eddie Rosa	Business/Community
Stephanie Van Meter	Parent
Frances Cerniglia	Business/Community
Diana Clark	Education Support Employee
Cedric Hall	Parent

Duties

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

Evaluation of last year's school improvement plan

The SIP begins with an analysis of the data. The instructional strategies and resources are evaluated for effectiveness.

Development of this school improvement plan

The School Improvement Plan is presented to the SAC committee for input and final approval.

Preparation of the school's annual budget and plan

The Principal presented information to the SAC regarding the budgeting of resources and staff for the 2015-16 school year.

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

The School Improvement budget will be used to fund teacher requests for classroom materials to enhance instruction and support instructional strategies.

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
Siebenaler, Christine	Principal
St John, Sheri	Guidance Counselor
Taylor, Katherine	Instructional Coach
Torres, Mirta	Assistant Principal
Stahl, Shannon	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The LLT'S major initiative this year will be to keep consistent data on students and to ensure that we are making adequate gains toward meeting our SIP goals in READING. Our data will come from Performance Matters analysis of Concept tests, Fluency, Formative Assessments, STAR Reading Assessments, and Pearson Weekly Tests. The team will assist with the design of the Title II Reading Training opportunities. The team will also monitor the strengths and weakness of the new Florida Ready program and work to find data that aligns with FSA ELA, Math, and FCAT Science.

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

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

Gateway Elementary uses PeopleSoft applications to screen candidates for instructional positions using a rubric. The rubric determines if an applicant is granted an interview based on certification, veteran status, previous experience, and highly qualified status. Candidates are interviewed by administration who determine the top 3-5 finalists. Finalists are then interviewed by representatives of the instructional team and the administrative team. Final decisions are made by the administrative team.

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

Teachers new to the school are paired with current instructional staff based on common grade level expertise, coaching skills, and clinical educator endorsement.

Ambitious Instruction and Learning

Instructional Programs and Strategies

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

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: 1,200

Students scoring in the bottom 25% of grade 3, 4, 5 are invited to Reading Camp or Math Camp after school for 2 hours per week.

Strategy Rationale

Students will receive intensive instruction focusing on high yield skills and strategies to support mastery of standards based on data collected throughout Quarters 1 and 2.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Taylor, Katherine, katherinejt@leeschools.net

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

Pre and post tests will be administered to monitor student academic growth.

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

Orientation meetings are held in May of the previous school year for incoming kindergarten students and their families to familiarize them with the school and expectations for the coming year. Incoming students are assessed prior to entering within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing. Data will be used to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond core instruction.

College and Career Readiness

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

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

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

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

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

Data Uploads

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

The following documents were submitted as evidence for this section:

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Problem Identification Summary

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

Problem Analysis Summary

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

School Improvement Goals

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

Problem Solving Key

G = Goal **B** =
 Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** 100% of core subject area teachers will track standards and progress monitor through the CASTLE Standards Tracker during FY16 as documented by professional learning communities agendas and minutes.

- G2.** Teacher engagement will increase at least .2% in the area of recognition and celebration of goals from a mean of 3.35 to 3.55 as measured by the FY16 Gallup Teacher Engagement Survey.

- G3.** Increase student achievement gains schoolwide by focusing on teaching and learning.

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

G074387

Targets Supported 1b

Indicator	Annual Target
5Es Score: Quality PD	100.0

Resources Available to Support the Goal 2

- Brian Curls Presentations

Targeted Barriers to Achieving the Goal 3

- Unfamiliarity with new tool

Plan to Monitor Progress Toward G1. 8

PLC teams will use CASTLE to analyze data and determine interventions

Person Responsible

Katherine Taylor

Schedule

Weekly, from 9/1/2015 to 6/10/2016

Evidence of Completion

PLC agendas and minutes

G2. Teacher engagement will increase at least .2% in the area of recognition and celebration of goals from a mean of 3.35 to 3.55 as measured by the FY16 Gallup Teacher Engagement Survey. 1a

G074388

Targets Supported 1b

Indicator	Annual Target
5Es Score: Collective Responsibility	3.55

Resources Available to Support the Goal 2

- Leader in Me implementation
- Sunshine Committee
- Weekly newsletters and E-mails

Targeted Barriers to Achieving the Goal 3

- Time

Plan to Monitor Progress Toward G2. 8

Calendar list of recognitions and informal surveys of staff

Person Responsible

Katherine Taylor

Schedule

Monthly, from 10/1/2015 to 6/10/2016

Evidence of Completion

Number of recognitions per staff & results of survey

G3. Increase student achievement gains schoolwide by focusing on teaching and learning. 1a

G074389

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	52.0
ELA/Reading Gains	65.0
ELA/Reading Gains	58.0
ELA/Reading Gains	53.0
ELA/Reading Gains	50.0
FCAT 2.0 Science Proficiency	48.0

Resources Available to Support the Goal 2

- Professional Development of PLC
- Common Planning Time
- Professional Development of FSA and DOK Training
- Teacher expertise and Support Personnel availability
- Technology resources
- Professional Development of Kagan strategies & Thinking Maps
- Teacher observations and sharing of best practices
- Collaboration among teachers using UbD planning design
- Grade level instructional materials supported through differentiated instruction
- Leader in Me implementation
- Implementation of researched Based Strategies (Thinking Maps, Whole Brain, Kagan) used school wide

Targeted Barriers to Achieving the Goal 3

- Teachers continue to determine 'look-fors' for mastery of standards expectation
- Lack of supplemental support materials at appropriate rigor level

Plan to Monitor Progress Toward G3. 8

High student engagement in problem solving activities and higher level thinking skills

Person Responsible

Christine Siebenaler

Schedule

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

Evidence of Completion

Mid Year and Final STAR & Science Checkpoints

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

G3. Increase student achievement gains schoolwide by focusing on teaching and learning. **1**

 G074389

G3.B2 Teachers continue to determine 'look-fors' for mastery of standards expectation **2**

 B194199

G3.B2.S1 Use PLC process to determine essential learning at each grade level and model best practices of instruction along with data analysis & vertical alignment across grade levels **4**

 S205725

Strategy Rationale

Action Step 1 **5**

Teachers identify essential learning standards & expectations of mastery across grade levels

Person Responsible

Mirta Torres

Schedule

Monthly, from 9/1/2015 to 5/7/2016

Evidence of Completion

A+ Team creates a document to identify learning standards that are vertically aligned across grade levels

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

A+ Team agendas and minutes

Person Responsible

Christine Siebenaler

Schedule

Monthly, from 9/1/2015 to 5/3/2016

Evidence of Completion

A+ Team agendas, minutes, and alignment documents

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Evidence of vertical alignment throughout the grade levels

Person Responsible

Mirta Torres

Schedule

Monthly, from 9/1/2015 to 5/3/2016

Evidence of Completion

Student achievement data

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B2.S1.A1	Teachers identify essential learning standards & expectations of mastery across grade levels	Torres, Mirta	9/1/2015	A+ Team creates a document to identify learning standards that are vertically aligned across grade levels	5/7/2016 monthly
G1.MA1	PLC teams will use CASTLE to analyze data and determine interventions	Taylor, Katherine	9/1/2015	PLC agendas and minutes	6/10/2016 weekly
G2.MA1	Calendar list of recognitions and informal surveys of staff	Taylor, Katherine	10/1/2015	Number of recognitions per staff & results of survey	6/10/2016 monthly
G3.MA1	High student engagement in problem solving activities and higher level thinking skills	Siebenaler, Christine	8/24/2015	Mid Year and Final STAR & Science Checkpoints	6/10/2016 daily
G3.B2.S1.MA1	Evidence of vertical alignment throughout the grade levels	Torres, Mirta	9/1/2015	Student achievement data	5/3/2016 monthly
G3.B2.S1.MA1	A+ Team agendas and minutes	Siebenaler, Christine	9/1/2015	A+ Team agendas, minutes, and alignment documents	5/3/2016 monthly

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.

G3. Increase student achievement gains schoolwide by focusing on teaching and learning.

G3.B2 Teachers continue to determine 'look-fors' for mastery of standards expectation

G3.B2.S1 Use PLC process to determine essential learning at each grade level and model best practices of instruction along with data analysis & vertical alignment across grade levels

PD Opportunity 1

Teachers identify essential learning standards & expectations of mastery across grade levels

Facilitator

Administrative Team

Participants

Administration and Teachers

Schedule

Monthly, from 9/1/2015 to 5/7/2016

Technical Assistance Items

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

Budget

Budget Data						
1	G3.B2.S1.A1	Teachers identify essential learning standards & expectations of mastery across grade levels				\$4,900.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Other		\$2,500.00
<i>Notes: Fee Support Program is purchasing Thinking Maps materials</i>						
			District-Wide	Title II		\$2,000.00
<i>Notes: Kagan Higher Order Thinking Skills Training</i>						
			District-Wide	Title II		\$400.00
<i>Notes: Whole Brain Teaching Training on campus</i>						
					Total:	\$4,900.00