

Polk County Public Schools

# Chain Of Lakes Elementary School



2015-16 School Improvement Plan

## Chain Of Lakes Elementary School

7001 COUNTY ROAD 653, Winter Haven, FL 33884

<http://schools.polk-fl.net/chainoflakes>

### 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	48%

<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>2015-16 Minority Rate</b> (Reported as Non-white on Survey 2)
No	No	51%

### 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 Polk County School Board.

### SIP Authority and Template

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

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

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

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	<a href="#">Ella Thompson</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

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

We believe each child is unique and has potential. We believe it is our responsibility to instill in each child the ability to think critically, work cooperatively, to pursue knowledge, to respect others, and make responsible healthy choices.

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

Chain of Lakes Elementary is a family partnership committed to excellence. We expect everyone to cooperatively acquire the skills and knowledge necessary to become successful lifelong learners and productive citizens with respect for themselves, others and the world around them.

#### School Environment

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

Through educating teachers, we enable them to more effectively work with students of various cultures and promote appropriate interactions. This year we will have training on working with ESOL students. We have also provided training on the special needs of homeless students and students involved with the Department of Children and Families.

We also educate our students through direct instruction in the classroom as well as through our school news program regarding tolerance for differences and other character building skills that allow students to build positive relationships with others.

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

Our school follows the PBS model to teach, model and reward appropriate behaviors in the school environment as well as practicing routines and expectations. We also provide classroom climates conducive to learning through furniture and equipment arrangements as well as displaying exemplary student work to establish expectations. Bully lessons provide not only parameters for appropriate behavior but also skills for dealing with conflict. We also have a guidance counselor who is available to meet with students, teachers and parents to problem-solve if issues arise. In addition we have adults, as well as trained safety-patrol students, stationed in specified areas in the morning and afternoon to ensure a safe transition. We also teach and practice safety drills related to fire and other emergencies on a scheduled basis.

##### **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**

A Positive Behavior Supports system is in place at Chain of Lakes that establishes expectations related to Respect, Safety, Cooperation and Listening in all environments. All students participate at the Tier 1 level. Tier 2 and 3 supports are available for students who are not meeting success behaviorally. These supports include individual behavior plans, Check In/Check Out and small group counseling.



Teachers receive training for PBS and Disciplinary Procedures such as classroom/office managed behaviors, parent contact and how to write a referral.

**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**

Through an open line of communication between the staff, families and the school counselor, we are able to identify students needing additional attention due to social-emotional needs. Students are able to self-refer as well, and the counselor is highly visible on campus. The counselor works in consultation with the LEA, school psychologist and school social worker to provide for student needs. Information regarding outside agencies providing on-going counseling or financial assistance are available through the school counselor as well. The counselor also uses the district Crisis Intervention Team's assessment tools when students are expressing a desire to harm themselves or others. In addition, our school news program features vignettes related to character development that allow students to gain skills in relating to others.

**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**

Chain of Lakes Elementary is a PreK-5 Elementary School. Students identified missing 10+ days of school are monitored through the guidance counselor and school attendance clerk. Students who earn "F" in reading and math are monitored through the Progress Monitoring Plan which includes parent and teacher conferences to identify areas of concern and appropriate strategies.

**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	15	11	10	10	15	13	74
One or more suspensions	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	3	27	32	62

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

Indicator	Grade Level		Total
	4	5	
Students exhibiting two or more indicators	4	5	9

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

The school counselor and school social worker meet at least every two weeks to identify students with excessive absences. A warning letter is sent out after 5 unexcused absences in 30 calendar

days or 10 excused absences in the past calendar year. A meeting is scheduled with parents if a child accrues 10 unexcused absences in 90 calendar days or if there is a pattern of nonattendance. The school social worker and school counselor work with parents to problem-solve any barriers to attendance and then continue to monitor throughout the remainder of the year.

To encourage attendance, students are rewarded with Attendance dog tags to add to their chain every 9 weeks as well as attendance awards periodically and at the end of the year. A local business donates bicycles as another attendance incentive.

To address academic performance of any struggling student, teachers monitor performance on district assessments and grade level benchmarks. If a student is not meeting benchmarks, the teacher uses research based interventions in a small group setting to address deficiencies. If the student continues to struggle, the Problem-Solving Team meets to determine what additional interventions are needed.

## 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**

Chain of Lakes Elementary promotes a parent night for each grade level to encourage parental involvement and build positive relationships with our families. We provide our mission and vision through our school website and send monthly newsletters with upcoming events and information. Teachers submit monthly communication logs, which reflect conferences, phone calls, and notes written to keep parents informed of their child's progress. Grade levels send weekly and/ bi-monthly news informing parents of standards assessed, homework/ classwork, as well as school-wide dates and 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**

Chain of Lakes Elementary builds and sustains partnerships within the local community through the School Advisory Council (SAC), the Volunteers in Classrooms program, the school PTO, and staff involvement in local civic organizations. The SAC committee membership each year involves community leaders. Chain of Lakes Elementary has a very active and large volunteer program. This program diligently works beyond the scope of the parents and family members of the school. Our volunteer program has extended to several local retired communities. These communities provide valuable funding through donations and grants. In addition, these communities work in and around the school to provide necessary support in classrooms directly impacting student achievement. The school PTO creates opportunities for local businesses to participate in school-wide events throughout the year. Our Career on Wheels and Great American Teach-In days solicit community helpers and business persons to come and educate students about their positions in the community. The school administration is actively involved in local civic organizations which provide insight into short and long term community goals. This allows Chain of Lakes the opportunity to be proactive when securing resources available to our population.

## 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
Duncan, Victor	Principal
McCollum, Joyce	Assistant Principal
Nelson, Suzie	Assistant Principal
Ford, Beth	Assistant Principal
McDougall, Peter	Instructional Coach
Baker, Krystal	Teacher, K-12
Murphy, Jason	Teacher, K-12
Humphrey, Mari	Teacher, K-12

#### Duties

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

The role and responsibilities of each leadership team member include managing and analyzing school data, identifying gaps between curriculum expectations and student skills, coordinating professional development to address instructional needs/ concerns through data analysis, resource teachers model and intervene in small group instruction, and monitors the implementation of the SIP with fidelity, along as administering and handling of state-wide standardized assessments.

***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***

School leadership identifies and aligns all available resources (personnel, instructional, curricular) by district personnel allocations and FTE funds. Additional resources are provided by parent/teacher organization based on need to improve student achievement school-wide.

### School Advisory Council (SAC)

#### Membership:

Name	Stakeholder Group
Victor Duncan	Principal
Duane Hunt	Business/Community
Melissa Drehmer	Teacher
Alex Santiago	Business/Community
Darcey Martin	Parent
Janet Lester	Parent
Michelle Millerwood	Teacher
Jackie Brock	Education Support Employee
	Student

### Duties

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

*Evaluation of last year's school improvement plan*

The SAC committee evaluated and reviewed last year's school improvement plan. Minimal FSA data has been released; however, Chain of Lakes performed above the State and District averages for t-scores for all reporting categories. Final evaluation is pending the release of 2015 School Grade.

*Development of this school improvement plan*

The 2014-2015 SAC committee reviewed the 2014-2015 School Improvement Plan to provide a foundation for the development of this year's plan.

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

The 2015-2016 School Budget is developed by the administrative team based on funds available and needs for effective instruction.

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

All school improvement funds are used for instructional resources and materials used in the classroom to increase student achievement.

**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
Duncan, Victor	Principal
McCollum, Joyce	Assistant Principal
Nelson, Suzie	Assistant Principal
Ford, Beth	Assistant Principal
McDougall, Peter	Assistant Principal
Humphrey, Mari	Teacher, K-12

## Duties

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

Chain of Lakes Elementary promotes literacy within the school by managing the school-wide Accelerated Reading Program and media services circulation data.

Teachers encourage students and parents to read a minimum of twenty (20) minutes each evening. Incentives and rewards are provided for students acquiring their reading goals.

## Public and Collaborative Teaching

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

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

Teachers are provided common planning in order to collaboratively construct effective instructional plans. Weekly PLCs are coordinated to implement professional development to address instructional needs/concerns through data analysis and instruction.

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

The school utilizes the Recruitment and Hiring System provided by the district to screen applicants for available positions. Applicants are selected for interview and hired based on highly qualified status and diversity of student population.

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

The teacher mentoring program at Chain of Lakes Elementary is determined by data analysis and instructional walkthroughs. The rationale for the pairings is also based upon data analysis and documented effective classroom strategies. Planned mentoring activities would include co-teaching and modeling of effective classroom strategies.

## Ambitious Instruction and Learning

### **Instructional Programs and Strategies**

#### **Instructional Programs**

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

The teachers utilize resources and curriculum maps provided by the district that are specifically aligned to Florida standards.

## Instructional Strategies

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

The school uses data from FAIR-FS (reading) and Improve (math and science) to target students who are having difficulty meeting the standards. In addition, Reading Wonders & Think Central classroom assessments will identify which targeted students are having difficulty meeting grade-level standards. Differentiated instruction is provided in the classroom during iii and during reading and math small groups.

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

**Strategy:** After School Program

**Minutes added to school year:** 1,080

After school core academic and enrichment programs will be offered to students meeting certain academic criteria.

### **Strategy Rationale**

By providing students with additional instruction in core academics, students will show greater learning gains.

By providing students with additional enrichment opportunities, students will maintain or increase their scores on state assessments.

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

- Core Academic Instruction
- Enrichment

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

Duncan, Victor, victor.duncan@polk-fl.net

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

State assessments will be used to determine effectiveness of the strategy.

## 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**

Our school offers a Kindergarten round-up as well as an orientation night.

Articulation meetings will be held at the end of the school year for Students with Disabilities and Gifted Students. A representative is invited from the middle schools where our students are planning on attending for these meetings. The representative will share the services offered at their school and then the team will determine the services needed by the student based on data.

Middle School Guidance Counselors will be invited to speak to groups of 5th grade students attending the various sites for 6th grade. Students will be given the opportunity to tour the schools also.

At the end of the school year, students in K through 4 will participate in a meet the teacher activity in which they will meet their prospective teachers.

### **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***

## 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.** Teachers will collaboratively plan weekly, develop standards-based lessons and activities to enhance student 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.** Teachers will collaboratively plan weekly, develop standards-based lessons and activities to enhance student learning. **1a**

G074502

**Targets Supported** **1b**

Indicator	Annual Target
AMO Math - All Students	
AMO Reading - All Students	

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

- Staff Development
- Academic Coach
- Teacher Leaders
- Webinars
- RW Site
- ThinkCentral Site
- Curriculum Maps (Year at a Glance)
- Lesson Plan Format (5E Math & Science)
- 
- 
- 

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

- Teacher Buy-In

**Plan to Monitor Progress Toward G1.** **8**

Collaborative Planning Weekly

**Person Responsible**

Victor Duncan

**Schedule**

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

**Evidence of Completion**

Observation

**Plan to Monitor Progress Toward G1. 8**

Developing Standards-Based Lessons

**Person Responsible**

Beth Ford

**Schedule**

Weekly, from 9/21/2015 to 5/31/2016

**Evidence of Completion**

Observation of teachers creating lessons and the checking of lesson plans weekly.

**Plan to Monitor Progress Toward G1. 8**

Developing Standard Based Student Activities

**Person Responsible**

Victor Duncan

**Schedule**

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

**Evidence of Completion**

Observation data, student work samples.

## 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.** Teachers will collaboratively plan weekly, develop standards-based lessons and activities to enhance student learning. **1**

 G074502

**G1.B6** Teacher Buy-In **2**

 B194575

**G1.B6.S1** Clear communication explaining the effectiveness of cohesiveness and uniformity to achieve student success. **4**

 S206133

#### Strategy Rationale

Teachers buy-in when they can see the strategy works and feel success.

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

Academic Leaders Will Introduce Themselves to Staff and Explain How They Can Be of Support

#### Person Responsible

Victor Duncan

#### Schedule

On 8/17/2015

#### Evidence of Completion

Presentation (PPT etc.)

**Action Step 2** 5

Coach will provide ongoing support through the collaborative planning processes and will coordinate district support as needed.

**Person Responsible**

Peter McDougall

**Schedule**

Weekly, from 8/25/2015 to 5/31/2016

**Evidence of Completion**

Lesson plans

**Plan to Monitor Fidelity of Implementation of G1.B6.S1** 6

Review lesson plans and conduct walk-throughs

**Person Responsible**

Beth Ford

**Schedule**

Biweekly, from 9/21/2015 to 6/9/2016

**Evidence of Completion**

Lesson plans, anecdotal records from collaborative planning meetings, observation data from walk-throughs

**Plan to Monitor Effectiveness of Implementation of G1.B6.S1** 7

Teachers will be provided with opportunities for reflection regarding their practices and the impact on student performance.

**Person Responsible**

Beth Ford

**Schedule**

Quarterly, from 11/6/2015 to 6/3/2016

**Evidence of Completion**

Completed teacher reflection surveys.

**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.B6.S1.A1	Academic Leaders Will Introduce Themselves to Staff and Explain How They Can Be of Support	Duncan, Victor	8/17/2015	Presentation (PPT etc.)	8/17/2015 one-time
G1.B6.S1.A2	Coach will provide ongoing support through the collaborative planning processes and will coordinate district support as needed.	McDougall, Peter	8/25/2015	Lesson plans	5/31/2016 weekly
G1.MA1	Collaborative Planning Weekly	Duncan, Victor	8/24/2015	Observation	6/10/2016 weekly
G1.MA2	Developing Standards-Based Lessons	Ford, Beth	9/21/2015	Observation of teachers creating lessons and the checking of lesson plans weekly.	5/31/2016 weekly
G1.MA3	Developing Standard Based Student Activities	Duncan, Victor	8/24/2015	Observation data, student work samples.	6/10/2016 weekly
G1.B6.S1.MA1	Teachers will be provided with opportunities for reflection regarding their practices and the impact on student performance.	Ford, Beth	11/6/2015	Completed teacher reflection surveys.	6/3/2016 quarterly
G1.B6.S1.MA1	Review lesson plans and conduct walk-throughs	Ford, Beth	9/21/2015	Lesson plans, anecdotal records from collaborative planning meetings. observation data from walk-throughs	6/9/2016 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.*