

Alturas Elementary School

420 4TH ST, Alturas, FL 33820

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

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	63%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	33%

School Grades History

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

**Preliminary Informational Baseline School Grade*

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

School Board Approval

This plan is pending approval by the Polk County School Board.

SIP Authority and Template

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

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

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

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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	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Teaching our future today.

Provide the school's vision statement

Working collaboratively with the community to develop life long learners.

School Environment

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

Alturas Elementary learns about students' cultures by touring the community, meeting with parents, friendly interaction with students, and talking with community members. In order to build relationships, we organize a multitude of family focused events.

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

Alturas Elementary creates a safe and respectful environment by maintaining the security of the campus. Classroom doors remain locked throughout the day and ALL visitors are required to check-in through the main office. In addition, Alturas staff members are trained how to handle emergency situations.

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

Alturas Elementary is a PBS school. Positive student behavior is reinforced through a tracking system using paw prints, and successes are celebrated monthly. Students that do not meet behavior expectations are subject to consequences as outlined in the Polk County Code of Conduct.

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

To ensure the social-emotional needs of all students are met, students have access to our school guidance counselor. In addition to meeting with students one-on-one, she hosts small social groups that focus on topics like Bullying and Making Friends. Also, teachers and administrations maintain an open door policy that welcomes students to discuss home and classroom issues that are weighing on their mind. For serious issues, the school will reach out to support organizations such as The Hearth Project.

Early Warning Systems

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

Describe the school's early warning system and provide a list of the early warning indicators used in the system

The goal of Polk County Schools' EARLY WARNING SYSTEM (EWS) is to increase the overall, at-risk, and minority graduation rate by identifying and addressing student barriers. The EWS will monitor individual students on key indicators of potential dropouts with regularly scheduled reports, initially to school administrators, and eventually to teachers, school counselors, and parents of identified students who are off track and need more intensive supports.

The system will monitor students who are falling behind on academic knowledge and skills so that schools can provide extra help and interventions such as: mentoring, tutoring, targeted literacy and math curricula support, extended school time, and a wide range of other supports to keep students on track for graduation.

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	1	5	6	5	5	4	26
One or more suspensions	0	3	4	2	3	5	17
Course failure in ELA or Math	4	0	0	0	0	0	4
Level 1 on statewide assessment	0	0	0	4	9	11	24

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

Indicator	Grade Level				Total
	K	3	4	5	
Students exhibiting two or more indicators	1	1	4	5	11

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

Students are being monitored for attendance. Prizes and incentives are being offered to these students for increased attendance. PBS strategies are in place with Tier II and III interventions for those students with more than one suspension. All students scoring level one or failing ELA or math are being provided additional instructional time as well as interventions.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/193495>.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Alturas Elementary builds and sustains partnerships with the local community by hosting quarterly meetings to discuss student data, encourage dialogue between school and community and share student successes.

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
Reinacher, Shelley	Assistant Principal
Pemberton Jr., Charles	Principal
Stinson, Terry	Instructional Media
Hyman, Kimberly	Other

Duties

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

The MTSS Leadership Team met with the School Advisory Council (SAC) and principal to help develop the SIP. The team provided data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction (Rigor, Relevance, Relationship); facilitated the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligned processes and procedures.

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 will focus on how to improve student achievement and teacher effectiveness using the Problem Solving Model. The MTSS Leadership Team will meet quarterly (or more frequently as needed) to engage in the following activities:

- o Review school-wide, grade level, and teacher data to identify students meeting/exceeding benchmarks as well as those at moderate or high risk for not meeting benchmarks. This will be done at least three times per year with screening data or more frequently if new data is available.
- o Help teachers design interventions for students in need of tier 2 support by collaborating regularly, problem solving, sharing effective practices, evaluating implementation, assisting in making decisions for school, teacher and student improvement.
- o Facilitate the process of building consensus, increasing infrastructure (organize interventions into tiers based on the resources available at Alturas) and making decisions about implementation.
- o Focus on improving student achievement outcomes with evidence based interventions implemented with fidelity and frequent progress monitoring.
- o Intervention teams also foster a sense of collegiality and mutual support among educators, promote

the use of evidence-based interventions, and support teachers in carrying out intervention plans Title 1, Part A, funds school-wide services to Alturas Elementary. The Title 1 funds provide supplemental instructional resources and interventions for students with academic achievement needs. Title 1 Part A, support provides supplemental instructional materials, resource teachers, technology for students, professional development for the staff, and resources for parents. Title I, Part C- Migrant students enrolled in Alturas Elementary will be assisted by the school and by the District Migrant Education Program (MEP). Students will be prioritized by the MEP for supplemental services based on need and migrant status. MEP Teacher Advocates, assigned to schools with high percentages of migrant students monitor the progress of these high need students and provide or coordinate supplemental academic support. Migrant Home-School Liaisons identify and recruit migrant students and their families for the MEP. They provide support to both students and parents in locating services necessary to ensure the academic success of these students whose education has been interrupted by numerous moves.

Title I, Part D

Title II Application for Title II grant will be applied for and money received will pay for teachers to have planning days to plan lessons using Florida Standards and NGSSS.

Title III provides supplemental resources for English Language Learners (ELL) and their teachers in Title I schools, as well as professional learning opportunities for school staff.

Title X- Homeless The Hearth program, funded through Title X, provides support for identified homeless students. Title I provides support for this program, and many activities implemented by the Hearth program are carried out in cooperation with the Migrant Education Program (MEP) funded through Title I, Part C.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Susan Donahue	Business/Community
Charles Pemberton	Principal
Cheryl Joe	Business/Community
Brittany Blankenship	Parent
Rosa Cavazos	Parent
Jimmy Stewart	Business/Community
Alma Lopez	Parent
Kimberly Hyman	Student
Shelley Reinacher	Principal

Duties

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

Evaluation of last year's school improvement plan

The Alturas SAC met on October 1, 2014 to review the School Improvement Plan. Each member was provided a hard copy to review and make suggestion. The committee was given a week to analyze the plan in detail. It was officially approved on October 3rd by all SAC members.

Development of this school improvement plan

The School Advisory Council met to generate, review and approve the School Improvement Plan.

Preparation of the school's annual budget and plan

Professional Development will be administered in house. Money may be used to purchase supplies such as science equipment and additional instructional materials.

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

School improvement funds will be used to purchase meeting materials. We have allocated \$500.

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
Chance, Brian	Instructional Technology
Pemberton Jr., Charles	Principal
Stinson, Terry	Instructional Media
Hyman, Kimberly	Other
Reinacher, Shelley	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

The LLT promotes literacy within the school by:

- strengthening the core instruction within the 120 minute reading block;
- building reading stamina and focusing on complex text;
- focus on small group instruction by analyzing individual student data to make data driven decisions for instruction;
- analyzing data in order to form and maintain flexible groups;
- provide professional development after receiving district training.

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

Our teachers continue to work collaboratively throughout the school year by participating in team-building activities and common planning.

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

Alturas Elementary believes that high-quality, highly qualified teachers will positively impact the academic success of our students. There is a strong emphasis on recruiting teachers who have high expectations for and understand the needs of Alturas' diverse student population.

New teachers are mentored and provided training to assist them in their roles as leaders for our students

and parents. Every effort is made to provide new teachers with needed support in getting classroom materials and resources. Every effort is made to foster a team atmosphere where decisions are made together.

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

At this time, Alturas does not have any first year teachers requiring a mentor. Teachers that the administration feel need additional support will be mentored by Mrs. Hyman. These teachers will meet with Mrs. Hyman bi-monthly. Any new staff members will be assigned to meet with Mrs. Hyman weekly.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

The school ensures that instructional materials align with Florida's standards by only purchasing and utilizing materials from the districts approved list. Standards must be documented in lesson plans which also notes materials utilized.

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

Our school uses data on an ongoing basis to maintain flexible grouping and design small group instruction. Also, data is used to determine which concepts or skills need to be retaught or extended. Example One: Teachers use FAIR testing data to match students to FCRR Center Activity addressing specific skills (i.e. suffixes, theme, and sequencing)

Example Two: Teachers conduct an item analysis on Reading Wonders assessments to create teacher-led skills groups. During that time, teachers provide explicit and systematic instruction to meet the various needs of the students.

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:

Alturas does not currently provide after school programs.

Strategy Rationale

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Hyman, Kimberly, kimberly.hyman@polk-fl.net

Data that is or will be collected and how it is analyzed 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

To support our incoming students, Alturas Elementary now offers a Title I Pre-K Program to familiarize students with an academic setting before entering Kindergarten. Students and parents will have the opportunity to meet the Pre-K staff before school officially starts. To support our outgoing cohorts of students, Alturas Elementary will invite Bartow Middle School Staff on campus to share information about transitioning into middle school.

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

We invite various professionals to speak to our 5th grade students to share information about their education and training to be successful in their career.

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.** Utilize writing rubric to consistently analyze text based student writing across the content areas.
- G2.** Analyze content area standards to more effectively apply them to the core instruction.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Utilize writing rubric to consistently analyze text based student writing across the content areas. 1a

G074505

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	75.0

Resources Available to Support the Goal 2

- NewsELA website, district writing coach, Reading Wonders, science leveled readers,
-

Targeted Barriers to Achieving the Goal 3

- Rubric familiarity
- Access to appropriate grade level text

Plan to Monitor Progress Toward G1. 8

Writing progress monitoring scores will be used to monitor progress.

Person Responsible

Charles Pemberton Jr.

Schedule

Monthly, from 8/25/2015 to 6/9/2016

Evidence of Completion

Completion of progress monitoring assessments.

G2. Analyze content area standards to more effectively apply them to the core instruction. 1a

G074506

Targets Supported 1b

Indicator	Annual Target
Math Gains	60.0
AMO Reading - All Students	
FCAT 2.0 Science Proficiency	56.0

Resources Available to Support the Goal 2

- Go-Math, C-Palms, formative assessments, Think Central, Reading Wonders, LLI

Targeted Barriers to Achieving the Goal 3

- Lack of teacher knowledge

Plan to Monitor Progress Toward G2. 8

FAIR, IBTP, Unit tests, and formative assessment data will be reviewed throughout the year to determine progress towards the goal and targets.

Person Responsible

Charles Pemberton Jr.

Schedule

Monthly, from 8/25/2015 to 6/9/2016

Evidence of Completion

Individual student scores will be collected and analyzed and adjustments to instruction will be made accordingly.

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. Utilize writing rubric to consistently analyze text based student writing across the content areas. **1**

 G074505

G1.B1 Rubric familiarity **2**

 B194582

G1.B1.S1 Utilize Regional ELA coach to facilitate grade level PLCs to score writing. **4**

 S206136

Strategy Rationale

Individual teachers and grade levels will learn to consistently score writing across content areas.

Action Step 1 **5**

Regional and School-based coaches will facilitate and assist teachers through the process of scoring student writing.

Person Responsible

Kimberly Hyman

Schedule

Monthly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Scored work samples

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

School-based reading coach will conduct monthly data chats.

Person Responsible

Kimberly Hyman

Schedule

Monthly, from 9/1/2015 to 6/2/2016

Evidence of Completion

FAIR and IBTP reports will be collected and lesson plans will be monitored in order to see changes in flexible groups and the instruction taking place within those groups.

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

Administration will participate in the monthly data chats and review data reports.

Person Responsible

Charles Pemberton Jr.

Schedule

Monthly, from 9/1/2015 to 6/2/2016


Evidence of Completion

FAIR and IBTP data reports

G1.B2 Access to appropriate grade level text 2

 B194583

G1.B2.S1 Utilizing Reading Wonders to it's full capacity. 4

 S206137

Strategy Rationale

Reading Wonders supplies a wide variety of grade level text.

Action Step 1 5

Providing Professional Development for accessing additional text resources in Reading Wonders.

Person Responsible

Kimberly Hyman

Schedule

Evidence of Completion

Lesson plans,

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

Evidence of use will be collected through teacher lesson plans.

Person Responsible

Charles Pemberton Jr.

Schedule

Monthly, from 10/6/2015 to 5/24/2016

Evidence of Completion

Lesson plans

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

Implementation will be monitored through teacher lesson plans.

Person Responsible

Charles Pemberton Jr.

Schedule

Monthly, from 10/6/2015 to 5/24/2016

Evidence of Completion

Lesson plans

G2. Analyze content area standards to more effectively apply them to the core instruction. 1

 G074506

G2.B1 Lack of teacher knowledge 2

 B194584

G2.B1.S1 Provide professional development facilitated by the district math, science and literacy coaches. 4

 S206138

Strategy Rationale

Knowledge gained through professional development will be implemented during the content area blocks.

Action Step 1 5

The district math, science, and literacy coaches will deliver professional development and will observe in the content area blocks on a monthly basis.

Person Responsible

Charles Pemberton Jr.

Schedule

Monthly, from 9/1/2015 to 6/2/2016

Evidence of Completion

Evidence from teacher lesson plans

Action Step 2 5

Restructure collaborative planning to focus on accountable talk, the release of tasks to students, and developing authentic/complex tasks.

Person Responsible

Kimberly Hyman

Schedule

Weekly, from 10/13/2015 to 6/9/2016

Evidence of Completion

evidence from teacher lesson plans; classroom observations; student work samples

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

Observation in classrooms, student work samples, and lesson plan evaluation

Person Responsible

Charles Pemberton Jr.

Schedule

Weekly, from 8/25/2015 to 6/9/2016

Evidence of Completion

Lesson plans and Journey observations will be used as evidence for fidelity.

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

Observation in classrooms, student work samples, and lesson plan evaluation.

Person Responsible

Charles Pemberton Jr.

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Journey observations and classroom walk throughs.

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Regional and School-based coaches will facilitate and assist teachers through the process of scoring student writing.	Hyman, Kimberly	8/24/2015	Scored work samples	6/9/2016 monthly
G1.B2.S1.A1	Providing Professional Development for accessing additional text resources in Reading Wonders.	Hyman, Kimberly	10/6/2015	Lesson plans,	one-time
G2.B1.S1.A1	The district math, science, and literacy coaches will deliver professional development and will observe in the content area blocks on a monthly basis.	Pemberton Jr., Charles	9/1/2015	Evidence from teacher lesson plans	6/2/2016 monthly
G2.B1.S1.A2	Restructure collaborative planning to focus on accountable talk, the release of tasks to students, and developing authentic/complex tasks.	Hyman, Kimberly	10/13/2015	evidence from teacher lesson plans; classroom observations; student work samples	6/9/2016 weekly
G1.MA1	Writing progress monitoring scores will be used to monitor progress.	Pemberton Jr., Charles	8/25/2015	Completion of progress monitoring assessments.	6/9/2016 monthly
G1.B1.S1.MA1	Administration will participate in the monthly data chats and review data reports.	Pemberton Jr., Charles	9/1/2015	FAIR and IBTP data reports	6/2/2016 monthly
G1.B1.S1.MA1	School-based reading coach will conduct monthly data chats.	Hyman, Kimberly	9/1/2015	FAIR and IBTP reports will be collected and lesson plans will be monitored in order to see changes in flexible groups and the instruction taking place within those groups.	6/2/2016 monthly
G1.B2.S1.MA1	Implementation will be monitored through teacher lesson plans.	Pemberton Jr., Charles	10/6/2015	Lesson plans	5/24/2016 monthly
G1.B2.S1.MA1	Evidence of use will be collected through teacher lesson plans.	Pemberton Jr., Charles	10/6/2015	Lesson plans	5/24/2016 monthly
G2.MA1	FAIR, IBTP, Unit tests, and formative assessment data will be reviewed throughout the year to determine progress towards the goal and targets.	Pemberton Jr., Charles	8/25/2015	Individual student scores will be collected and analyzed and adjustments to instruction will be made accordingly.	6/9/2016 monthly
G2.B1.S1.MA1	Observation in classrooms, student work samples, and lesson plan evaluation.	Pemberton Jr., Charles	8/24/2015	Journey observations and classroom walk throughs.	6/9/2016 weekly
G2.B1.S1.MA1	Observation in classrooms, student work samples, and lesson plan evaluation	Pemberton Jr., Charles	8/25/2015	Lesson plans and Journey observations will be used as evidence for fidelity.	6/9/2016 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Utilize writing rubric to consistently analyze text based student writing across the content areas.

G1.B1 Rubric familiarity

G1.B1.S1 Utilize Regional ELA coach to facilitate grade level PLCs to score writing.

PD Opportunity 1

Regional and School-based coaches will facilitate and assist teachers through the process of scoring student writing.

Facilitator

Chuck Pemberton, Chris Brennan, Kimberly Hyman, Shelley Reinacher

Participants

K-5 teachers

Schedule

Monthly, from 8/24/2015 to 6/9/2016

G1.B2 Access to appropriate grade level text

G1.B2.S1 Utilizing Reading Wonders to it's full capacity.

PD Opportunity 1

Providing Professional Development for accessing additional text resources in Reading Wonders.

Facilitator

Kimberly Hyman

Participants

K-5 teachers

Schedule

G2. Analyze content area standards to more effectively apply them to the core instruction.

G2.B1 Lack of teacher knowledge

G2.B1.S1 Provide professional development facilitated by the district math, science and literacy coaches.

PD Opportunity 1

The district math, science, and literacy coaches will deliver professional development and will observe in the content area blocks on a monthly basis.

Facilitator

Charles Pemberton Jr., Shelley Reinacher, Kimberly Hyman

Participants

K-5 Teachers

Schedule

Monthly, from 9/1/2015 to 6/2/2016

Technical Assistance Items

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

Budget

Budget Data			
1	G1.B1.S1.A1	Regional and School-based coaches will facilitate and assist teachers through the process of scoring student writing.	\$0.00
2	G1.B2.S1.A1	Providing Professional Development for accessing additional text resources in Reading Wonders.	\$0.00
3	G2.B1.S1.A1	The district math, science, and literacy coaches will deliver professional development and will observe in the content area blocks on a monthly basis.	\$0.00
4	G2.B1.S1.A2	Restructure collaborative planning to focus on accountable talk, the release of tasks to students, and developing authentic/complex tasks.	\$0.00
Total:			\$0.00