

Polk County Public Schools

# Elbert Elementary School



2015-16 School Improvement Plan

# Elbert Elementary School

205 15TH ST NE, Winter Haven, FL 33881

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

## 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	Yes	61%
<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>2015-16 Minority Rate</b> (Reported as Non-white on Survey 2)
No	No	64%

## 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>	C*	B	C	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 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**

The mission of Elbert Elementary School is to ensure all students reach their highest academic potential through a consistent, pervasive, and rigorous curriculum that meets the needs of diverse learners.

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

The vision of Elbert Elementary School is to provide a school culture that includes a challenging curriculum that meets diverse learning styles in a safe and nurturing environment which will enable all students to become productive citizens of the twenty-first century.

#### School Environment

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

All staff have read and discussed FRAMEWORKS OF POVERTY by Ruby Payne and DO YOU KNOW ENOUGH ABOUT ME TO TEACH ME by Stephen Peters. Staff members are encouraged to interact with students on a personal level as well as academic level.

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

Adults are on duty from 7:30 until the last child leaves campus. The principal, assistant principal or guidance counselor are positioned to welcome students as they come to school in the morning. In the afternoon, multiple staff members are on duty to assist and supervise students as they dismiss.

##### **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**

Schoolwide expectations are displayed across the school and systematically taught to the students. Teachers are reminded of expectations and the steps in the discipline system at the beginning of the year and reviewed midyear. In every disciplinary incident the involved teacher, student and family are informed of the Code of Conduct process.

##### **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**

Adult and high school mentors are provided for those students, especially boys that have academic or behavioral problems. The guidance counselor also has a number of students who are on a "Check-in/Check-out" program with her on a daily basis.

#### 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**

Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension.  
 One or more suspensions, whether in school or out of school.  
 Course failure in English Language Arts or mathematics.  
 A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics.

**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
	4	5	
Attendance below 90 percent	0	0	
One or more suspensions	0	0	
Course failure in ELA or Math	0	0	
Level 1 on statewide assessment	9	18	27

*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	9	14	23

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

Title I Interventionist will provide intensive instruction in reading in a small group setting for students in grades 3 and 4 on a daily basis.  
 Those students not seen by the interventionist will have remediation provided by the child's general education teacher.

**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/193436>.

**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**

Administration and Faculty have purposely sought out relationships with churches and other business partners. These relationships have provided the students and families of the school with backpacks, school supplies, weekend meals, technology, and greatly reduced christmas gifts.

**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
Dawson, William	Principal
Persaud, Kimberly	Assistant Principal
Kranek, Lee	Instructional Coach
Marone, Kris	Psychologist

**Duties**

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

The principal acts as the instructional leader to facilitate student achievement and is the facilitator of team decision making . The assistant principal assists the principal with data collection, curriculum and monitoring classroom effectiveness. The Literacy Coach helps allocate resources and makes decisions on student issues. The School Psychologists helps with analyzing data and shares insights into student achievement. The Guidance Counselor analyzes data and also shares insight into student achievement.

***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 school leadership team analyzes data throughout the year and makes decisions periodically as to extra support needed for certain groups. Examples of this would be before school, after school tutoring and In school tutoring with Title 1 staff. Support is given to classroom teachers based on student performance.

**School Advisory Council (SAC)**

**Membership:**

Name	Stakeholder Group
Paul Wasmund	Business/Community
Carol Bradley	Business/Community
Dan Pagenta	Business/Community
Bill Dawson	Principal
Lee Kranek	Teacher
Tanita Cox	Parent
Shannah Richards	Parent
Brain Reeves	Business/Community
Dr. Ali Hamtaee	Business/Community
Yumeka Ivory	Parent
Larry Stafford	Parent
Brain Rawles	Parent
Alex & Brandi Medina	Parent
Ashley Merritt	Parent
Kevin & Amy Wright	Parent
Ashley Scanlon	Parent
Vireus Bertune	Parent
Wahneta Wester	Parent
Kristan Sheffield	Education Support Employee
Ana Nicholson	Education Support Employee
Caprice Ferdinand	Education Support Employee
Ivette Figueroa	Teacher
Charlene Kirkland	Teacher
Michelle McGriff	Teacher
Brittney Youngs	Teacher
Virginia Ivey	Parent
Andre Stoudemire	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*

After looking at the data the SAC Committee was satisfied that the school met the goals set forth in the school improvement plan.

*Development of this school improvement plan*

The SAC suggested areas in which to concentrate after looking at the data.

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

The SAC suggested areas in which to focus concentration of funds and planning after reviewing the data.

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

N/A

**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
Dawson, William	Principal
Kranek, Lee	Instructional Coach
Marone, Kris	Psychologist

**Duties**

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

The LLT meets on a regular basis in order to promote literacy across the curriculum. The team outlines routines, protocols, roles and a statement of purpose for the school's literacy practices. School literacy team members also serve as liaison for staff and parent groups. The LLT utilizes the problem solving process to analyze assessment data in order to establish needs, plan instruction (differentiation), monitor student progress and form study groups to read about the most current literacy information.

Literacy must be taught across the core and by the core content teachers who help students understand the vocabulary and increase the comprehension of the text within their own disciplines.

**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 meet weekly with the administration and literacy coach to collaboratively plan and share best practices.

During this weekly team meeting teachers are encouraged to participate in the creation of a fully developed lesson plan that meets the complexity level of the standards being taught. Emphasis is placed on positive trajectory and rigorous instruction using new standards and county learning maps. Teachers then meet weekly as a grade level to further develop lesson plans.

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

Careful attention is dedicated to all resumes sent to the school. Highly qualified candidates are contacted and apprised of future employment opportunities. Retention and support of highly qualified personnel are

demonstrated through the following:

- On-site orientation is provided for new personnel.
- Beginning teachers are assigned and matched to a mentor teach/coach.
- Feedback from evaluations is provided in a timely manner.
- Adequate supplies and materials are made available.
- The faculty handbook is reviewed during employee orientation.
- The beginning teacher program guidelines and timelines are implemented with fidelity.
- The Leadership Team supports new teachers through modeling and planning for instruction.

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

Teacher Induction Program Seminar (TIPS) – all teachers who are new to the district are required to attend TIPS. TIPS training includes instruction in the following topics:

- ? The Effective Teacher (Accomplished Practices)
- ? Classroom Management
- ? Lesson Planning, Sunshine State Standards, DOK, 5 E's
- ? ESE and ESOL Accommodations
- ? Ethics

Administration (principal and assistant principal) is responsible for the new teacher mentoring program at the school site to include the following:

- o Daily walk-through of new teacher classrooms with reflective feedback.
- o If a teacher is identified as low performing during classroom walk-throughs or by data analysis, the administrators will meet with the teacher to discuss areas of concern. The administrators will set specific goals for improvement with the teacher and set them up with the Title I Program Facilitator or teacher leader at their grade level for support. We will coordinate the opportunity for the low-performing teacher to observe a teacher leader with identified expertise in the specific instructional practices.
- o Timely feedback on all evaluation observations
- o Matching of a highly qualified teacher for peer observations
- o Training for effective teacher as a mentor teacher / coach
- o Support directed for suggested areas of improvement
- o Model lessons provided by Title I Program Facilitator for teachers who are identified in need of coaching as determined by progress monitoring tools and ongoing assessments.
- o Participation in district beginning teacher program, following suggested time-line and schedule and evaluations

## **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***

Teachers will collaboratively plan lessons and assessments in accordance with Florida Standards using the county learning maps. Elbert is also utilizing resources aligned with the Florida Standards such as Ticket to Read, IXL, Scholastic News, Reading Wonders Wonder Works, and Reading A to Z for intervention, extended practice and before and after school tutoring.

#### **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***

Grades 3-5

FAIR data is used by the teachers to group students during the differentiated portion of the reading block. This data is also used to determine which students will receive Tier 2 or iii instruction.

Grades K-2

The information from the screening assessments in Reading Wonders recommended by the county will be used to group children by their instructional needs.

The leveled readers from Reading Wonders and lessons from FCRR are used with students during differentiated and iii instruction times.

**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:** Before School Program

**Minutes added to school year:** 3,000

At risk children maximize their school day by going directly to the computer labs to have computerized instruction designed to address skill deficits.

**Strategy Rationale**

Children of poverty need more practice time they might not receive in their environment

**Strategy Purpose(s)**

- Core Academic Instruction

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

Dawson, William, william.dawson@polk-fl.net

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

FAIR and FSA Data.

**Student Transition and Readiness**

**PreK-12 Transition**

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

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

Elbert Elementary hosts an annual Kindergarten Round-Up in which students and parents are invited to participate in a morning of engaging activities. Parent involvement funds from the Title I budget are used for funding the round-up. Parent awareness of school transition activities is made available from school newsletters, school marquee, and newspaper articles. Tours of the school and kindergarten classrooms are provided. Parents are provided with kindergarten readiness skills and parental involvement opportunities. Early screening, prior to the beginning of the school year is provided to assist teachers with data to prepare for the incoming kindergarten students. Kindergarten teachers assess students individually on letter and sound recognition, listening comprehension, phonemic awareness, and basic number sense. The assessments are used to determine student readiness and placement. During the first 30 days of school, kindergarten teachers administer the FLKRS assessment. Data from FLKRS will be used by kindergarten teachers and administration to determine readiness for school and to guide instruction. Parents are requested to provide feedback for suggestions to improve or expand the transition process. Elbert Elementary has one VPK and two

Pre-K ESE classrooms on the campus site. The ESE Pre-K assists students who are developmentally delayed in acquiring readiness skills.

### 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**

Elbert uses the Great American Teach-In to foster awareness of the many career choices students might make. Each classroom generally has at least 3 speakers.

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

N/A

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

N/A

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

N/A

## Needs Assessment

### Problem Identification

#### Data to Support Problem Identification

##### Portfolio Selection

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

##### Data Uploads

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

The following documents were submitted as evidence for this section:

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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.** Teachers will provide instruction and assessment consistent with the complexity levels of the Florida Standards

## Strategic Goals Detail

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



**G1. Teachers will provide instruction and assessment consistent with the complexity levels of the Florida Standards** 1a

G074512

**Targets Supported** 1b

Indicator	Annual Target
AMO Math - All Students	70.0
AMO Reading - All Students	70.0
FCAT 2.0 Science Proficiency	66.0

**Resources Available to Support the Goal** 2

- Literacy Coach
- Before school tutoring

**Targeted Barriers to Achieving the Goal** 3

- Teachers don't have enough familiarity with new resources in relationship to new Florida Standards
- Teachers don't have enough time to effectively find resources in CPALMS

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

FAIR and IBTP reports

**Person Responsible**

William Dawson

**Schedule**

Semiannually, from 10/2/2015 to 6/10/2016

**Evidence of Completion**

Minutes from SBLT showing that data has been analyzed and changes made to plan as needed.

## 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 provide instruction and assessment consistent with the complexity levels of the Florida Standards **1**

 G074512

**G1.B1** Teachers don't have enough familiarity with new resources in relationship to new Florida Standards **2**

 B194601

**G1.B1.S1** Teachers will collaboratively plan and make data driven decisions to teach the standards and meet the instructional needs of the students. **4**

 S206151

### Strategy Rationale

Teachers all bring different viewpoints and strengths to the table and by sharing these all teachers benefit.

### Action Step 1 **5**

Teachers will meet weekly in the grade chair's room to look at new standards and county learning maps to plan for instruction in math and science.

### Person Responsible

William Dawson

### Schedule

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

### Evidence of Completion

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

Administration will view notebooks and lesson plans

**Person Responsible**

Kimberly Persaud

**Schedule**

Biweekly, from 8/24/2015 to 6/3/2016

***Evidence of Completion***

Grade level notebooks and lesson plans

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

Classroom walkthroughs, observations

**Person Responsible**

William Dawson

**Schedule**

On 6/3/2016

***Evidence of Completion***

Student work samples, assessment data

**G1.B1.S2** Professional development and collaborative planning will be focused on resources in Reading Wonders, CPALMS, Learning Maps, and other recommended resources. This includes differentiated instruction and remediation based on assessment data and current instructional methods (5E's). 4

 S206152

### Strategy Rationale

Teachers have expressed a lack of knowledge in these areas.

### Action Step 1 5

Teachers will discuss resources in grade level PLCs that meet the complexity levels of the standards. They will also determine appropriate assessments that demonstrate mastery of the standards.

#### Person Responsible

Lee Kranek

#### Schedule

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

#### Evidence of Completion

Sign-in sheets, classroom observations, lesson plans

### Action Step 2 5

District math and science coaches will model 5 E Lessons in one classroom while all grade level team members observe.

#### Person Responsible

Lee Kranek

#### Schedule

On 10/30/2015

#### Evidence of Completion

Sign-in sheet

**Plan to Monitor Fidelity of Implementation of G1.B1.S2** 6

The leadership team will monitor scores on IBTP

**Person Responsible**

William Dawson

**Schedule**

Monthly, from 9/7/2015 to 6/10/2016

***Evidence of Completion***

Minutes from SBLT meetings showing that data has been analyzed and changes made to plan as needed

**Plan to Monitor Effectiveness of Implementation of G1.B1.S2** 7

Observations of classroom instruction

**Person Responsible**

William Dawson

**Schedule**

Weekly, from 8/24/2015 to 6/3/2016


***Evidence of Completion***

Journey entries

**G1.B2** Teachers don't have enough time to effectively find resources in CPALMS **2**

 B194602

**G1.B2.S1** Teachers will be provided time and guidance to look at CPALMS resources in math and science **4**

 S206153

**Strategy Rationale**

Teachers reported that there are too many resources to have enough time to find appropriate ones.

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

Teachers will be provided time and guidance to find CPALMS and Think Central resources for math

**Person Responsible**

Kimberly Persaud

**Schedule**

***Evidence of Completion***

sign-in sheets, lesson plans

**Action Step 2** **5**

Teachers will be provided time and guidance to find CPALMS resources in science.

**Person Responsible**

Kimberly Persaud

**Schedule**

***Evidence of Completion***

sign-in sheets, lesson plans

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

Principal and AP will circulate to make sure that all grade levels are in CPALMS and planning.

**Person Responsible**

William Dawson

**Schedule**

**Evidence of Completion**

Principal will initial the sign-in sheets.

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

Principal and AP will monitor lesson plans to determine if activities are included

**Person Responsible**

William Dawson

**Schedule**

**Evidence of Completion**

Lesson plans and walkthroughs

**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	Teachers will meet weekly in the grade chair's room to look at new standards and county learning maps to plan for instruction in math and science.	Dawson, William	8/24/2015		6/10/2016 weekly
G1.B1.S2.A1	Teachers will discuss resources in grade level PLCs that meet the complexity levels of the standards. They will also determine appropriate assessments that demonstrate mastery of the standards.	Kranek, Lee	8/24/2015	Sign-in sheets, classroom observations, lesson plans	6/10/2016 weekly
G1.B2.S1.A1	Teachers will be provided time and guidance to find CPALMS and Think Central resources for math	Persaud, Kimberly	10/14/2015	sign-in sheets, lesson plans	one-time
G1.B1.S2.A2	District math and science coaches will model 5 E Lessons in one classroom while all grade level team members observe.	Kranek, Lee	9/14/2015	Sign-in sheet	10/30/2015 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.A2	Teachers will be provided time and guidance to find CPALMS resources in science.	Persaud, Kimberly	11/18/2015	sign-in sheets, lesson plans	one-time
G1.MA1	FAIR and IBTP reports	Dawson, William	10/2/2015	Minutes from SBLT showing that data has been analyzed and changes made to plan as needed.	6/10/2016 semiannually
G1.B1.S1.MA1	Classroom walkthroughs, observations	Dawson, William	8/24/2015	Student work samples, assessment data	6/3/2016 one-time
G1.B1.S1.MA1	Administration will view notebooks and lesson plans	Persaud, Kimberly	8/24/2015	Grade level notebooks and lesson plans	6/3/2016 biweekly
G1.B2.S1.MA1	Principal and AP will monitor lesson plans to determine if activities are included	Dawson, William	10/14/2015	Lesson plans and walkthroughs	weekly
G1.B2.S1.MA1	Principal and AP will circulate to make sure that all grade levels are in CPALMS and planning.	Dawson, William	10/14/2015	Principal will initial the sign-in sheets.	one-time
G1.B1.S2.MA1	Observations of classroom instruction	Dawson, William	8/24/2015	Journey entries	6/3/2016 weekly
G1.B1.S2.MA1	The leadership team will monitor scores on IBTP	Dawson, William	9/7/2015	Minutes from SBLT meetings showing that data has been analyzed and changes made to plan as needed	6/10/2016 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.*

**G1.** Teachers will provide instruction and assessment consistent with the complexity levels of the Florida Standards

**G1.B1** Teachers don't have enough familiarity with new resources in relationship to new Florida Standards

**G1.B1.S1** Teachers will collaboratively plan and make data driven decisions to teach the standards and meet the instructional needs of the students.

### PD Opportunity 1

Teachers will meet weekly in the grade chair's room to look at new standards and county learning maps to plan for instruction in math and science.

#### Facilitator

Jessica France

#### Participants

All classroom teachers

#### Schedule

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

**G1.B2** Teachers don't have enough time to effectively find resources in CPALMS

**G1.B2.S1** Teachers will be provided time and guidance to look at CPALMS resources in math and science

### PD Opportunity 1

Teachers will be provided time and guidance to find CPALMS and Think Central resources for math

#### Facilitator

Jessica France

#### Participants

all classroom teachers

#### Schedule

**PD Opportunity 2**

Teachers will be provided time and guidance to find CPALMS resources in science.

**Facilitator**

Skyeler Jackson

**Participants**

All classroom teachers

**Schedule**

## Technical Assistance Items

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