

The School District of Desoto

Nocatee Elementary School



2016-17 Schoolwide Improvement Plan

Nocatee Elementary School

4846 SW SHORES AVE, Nocatee, FL 34268

<http://nes.desotoschools.com/>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	50%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	D	F*	F	F

**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 was approved by the Desoto County School Board on 9/27/2016.

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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Nocatee Elementary School

DA Region and RED	DA Category and Turnaround Status
Southwest -	Comprehensive Support & Improvement - Implementing Cycle 2 Eo

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of NES is to prepare all students to be successful citizens and productive workers.

b. Provide the school's vision statement.

The vision of NES is that all students will be confident learners and respected leaders.

2. School Environment

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

A home language survey, homeless survey, and information regarding free/reduced lunch provides the school with the cultural and socio-economic makeup of the student population. Through professional development, faculty and staff are provided training in identifying strategies to reduce the negative impact of low socio-economic status, and recognize and celebrate cultural differences that may enhance student learning.

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

Students and parents are greeted by faculty, staff, and administration upon arrival on campus. All students are provided with free breakfast and lunch with healthy snacks. All students are provided with opportunities to participate in leadership activities and roles. Processes and procedures are in place and practiced throughout the year to ensure student safety and security in and out of the classroom. Student successes are acknowledged and celebrated through special announcements, award ceremonies, and individual classroom recognition.

c. 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.

The district wide Code of Conduct is utilized. In addition, classroom teachers implement a reward and consequence system. CPI training is provided district wide as well as professional development specific to the needs of the student population. Positive character education is implemented through the Leader In Me initiative.

d. 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.

NES provides a student guidance counselor and social worker to meet the needs of students and parents. The RTI process is in place to provide assistance in behavioral and academic development. Peer mentors/tutors will be implemented.

3. Early Warning Systems

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

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

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

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

Nocatee Elementary (NES) will host parent involvement nights designed to inform and engage parents in the learning process. These meetings will include: literacy and math nights with parent friendly activities that can be used at home to practice learned skills. Training will be provided to parents on the use of Skyward to monitor their child's progress, attendance, and discipline. Course descriptions and curriculum will be discussed and parent feedback is encouraged. The Leader In Me philosophy and program has been implemented through school-wide initiatives involving students, teachers and parents. A science family night will be sponsored by SAC with Orlando Science Center.

2. 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.

Through the activities of the SAC, Boosters, and Lighthouse committees, NES will develop processes and strategies to increase community involvement and awareness of needed resources. In example, the

Fall Fling sponsored by the NES Boosters is an effort to involve the whole community and recruit membership in SAC, Boosters and Lighthouse Committees. Robo calls, written media, flyers are examples of the strategies considered. Additionally, all forms of contact will be offered in English and Spanish.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Dubbert, Dan	Principal
Burnworth, Jonathon	School Counselor
Fuller, Carrie	Dean
Meredith, Nikki	Instructional Coach
Longenecker, Kim	Instructional Coach

b. Duties

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

The role of the school-based team is to review data, plan interventions, and evaluate the status of implementation and staff development regarding RtI, assist teachers in using and analyzing data, support teachers in providing interventions, and involve parents in the RtI process. Members of the RtI leadership team facilitate faculty work sessions and school-goals and professional development plans.

2. 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.

Principal and/or Assistant Principal: Provide a common vision for use of data-based decision making; ensures that the team is implementing the district RtI plan and documentation, ensures adequate professional development to support RtI implementation, and communicates with stakeholders about school-based RtI activities.

Guidance Counselor: Participates in collection and analysis of data, facilitates development of intervention plans, monitors RtI documentation, and coordinates RtI program evaluation.

Instructional Coaches: Provide guidance on K-12 reading plan and district curriculum maps, facilitates and supports data collection and analysis in all content areas, and provides professional development regarding data-based instructional planning, and model research based instructional strategies for individual classrooms as needed.

ESE teacher: Participates in data collection, integrates core instruction into Tier 3 instruction, collaborates with general education teachers, and assists team with implementation of district RtI plan.

As needed: ESOL teacher, Staffing Specialist, School Psychologist. The RtI team meets regularly to

facilitate and support implementation of the district Rtl plan, including arranging for any needed professional development. When appropriate, the team will support Professional learning Communities in collecting and analyzing student data and planning appropriate classroom instruction and intervention. The team will also review the effectiveness of Tier II and Tier III instruction for individual students and for the school as a whole.

Extended Day Program - Kindergarten- 5th grade students are receiving intensive remediation by highly qualified teachers 5 days a week for 60 minutes per day.

Backpack Program - 70 students across the school receive a backpack of assorted food and snacks for the children in the family for the weekends.

Fresh Fruit and Vegetable Program - Students receive a snack of a fresh fruit or vegetable, 3 days per week along with an informational announcement regarding the health benefits.

Free Breakfast and Lunch Grant - All students in the District of DeSoto County are receiving free breakfast and lunch this year.

Leader In Me Initiative - As part of our school improvement plan, the Leader In Me has been implemented to inspire student achievement.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Margaret Green	Teacher
Sonia Garcia	Parent
Alexia Kirk	Parent
Connie Yost	Teacher
Michelle Brown	Education Support Employee
Kim Longenecker	Teacher
Natalie Butts	Student
Nikki Meredith	Teacher
	Student

b. Duties

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

a. Evaluation of last year's school improvement plan

The SIP will be involved in the review and discussion of the updated plan for submission.

b. Development of this school improvement plan

The school advisory council will meet monthly. The SAC will review and monitor progress of SIP goals, approve funding, and promote parent and community involvement.

c. Preparation of the school's annual budget and plan

The SAC will be involved in school budget considerations.

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

School improvement funds are awarded upon special request by school personnel. Funds will be only used for projects that directly impact students

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

No

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

Continued efforts will be made to bring the SAC committee into compliance through the use of different media to invite stakeholders. i.e. special announcements. flyers, Robo calls, etc.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Dubbert, Dan	Principal
Fuller, Carrie	Dean
Longenecker, Kim	Teacher, K-12
Meredith, Nikki	Instructional Coach

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The LLT meet with each classroom and works with students to assess current iReady reading placement, set goals for the upcoming diagnostic, and track progress. During the 2016-17 school year, the LLT will work to implement the Sunshine State Young Readers initiative and celebrate literacy week activities.

One major focus this year will be continuing to support individual student conferences during independent reading and to increase the effectiveness of this strategy. In addition, we will move toward the infusion of complex text both in reading and in discussions at all grade levels within the recommended guidelines which is in compliance with the CCSS training provided by the FLDOE. The LLT will also monitor the extra intervention hour and its effectiveness in all ELA areas.

D. Public and Collaborative Teaching

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

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

Committees will be established to foster positive working relationships and collaboration i.e.; Literacy, Leadership and student council. In addition, each grade level holds planning meetings weekly with Instructional Coaches.

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

The Director of Human Resources will coordinate interviews with administrators and make the final decision on all new staff hired. Interviews are held at the school site. Every attempt is made to secure highly-qualified teachers in our high-need academic areas. Mentors are provided for each new teacher to support them. The district also supports them through professional development. We have made it our goal to actively promote a sense of collegiality and positive reinforcement among our teaching staff. Teachers are encouraged to actively take part in the development of our school's strategic plan. Teachers are provided leadership opportunities to grow professionally as they request or demonstrate readiness.

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

New hires are matched with a grade level equivalent experienced teacher as a mentor. Mentors meet with new hires weekly or more frequently if necessary to give guidance and support. Mentors discuss lesson planning, student activities, scheduling, assessment schedules, and other aspects of daily activities.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Through continuous documented classroom walkthroughs , weekly lesson plan review, and weekly meetings with grade levels, the alignment of core instructional programs to Florida Standards are monitored and ensured. Materials are state adopted and district selected.

b. Instructional Strategies

1. 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.

NES uses iReady, and MAFS assessments to monitor mastery of Florida standards. Students who do not meet the criteria for mastery are given opportunities to receive small group instruction designed to meet their individual learning needs. Examples of modification are ESOL and ESE push in models focused on supporting real time classroom instruction using ESE and ESOL strategies. An additional 60 minutes of intensive reading instruction (K-5) is provided daily to focus on research based instructional strategies designed to increase student proficiency in reading.

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

Strategy: Extended School Day

Minutes added to school year: 10,800

Highly qualified teachers use the following strategies: Small group instruction, technology assisted programs, direct instruction, project-based learning.

Strategy Rationale

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

Person(s) responsible for monitoring implementation of the strategy

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

Data is collected and analyzed through a monthly progress monitoring reading assessment. Teachers also use formative assessments and meet with regular classroom teachers to discuss students daily successes and needs.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

FLKRS assessments are conducted and the data is collected and used to inform and develop instruction.

b. College and Career Readiness

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

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

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

4. 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.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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.** All teachers will collaboratively establish expectations for rigorous high quality instruction in all content areas school-wide and consistently meet expectations; then NES will increase reading and math proficiency by 16% for 2016-2017.

Strategic Goals Detail

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

G1. All teachers will collaboratively establish expectations for rigorous high quality instruction in all content areas school-wide and consistently meet expectations; then NES will increase reading and math proficiency by 16% for 2016-2017. 1a

G082515

Targets Supported 1b

Indicator	Annual Target
ELA Achievement District Assessment	50.0
FSA ELA Achievement	45.0

Targeted Barriers to Achieving the Goal 3

- There is a lack of rigorous Research-Based Instructional Practices being implemented in the classrooms.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Highly qualified teachers
- CCSS-aligned materials
- Additional time for concentrated, intensive reading and writing instruction.
- Implementation of student data notebooks motivating students to improve through recognition of their own data.

Plan to Monitor Progress Toward G1. 8

Data meetings focusing on iReady results

Person Responsible

Kim Longenecker

Schedule

Quarterly, from 9/12/2016 to 5/19/2017

Evidence of Completion

iReady Assessments

Plan to Monitor Progress Toward G1. 8

Feedback on walkthroughs, observations, and evaluations.

Person Responsible

Dan Dubbert

Schedule

Biweekly, from 9/12/2016 to 5/19/2017

Evidence of Completion

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. All teachers will collaboratively establish expectations for rigorous high quality instruction in all content areas school-wide and consistently meet expectations; then NES will increase reading and math proficiency by 16% for 2016-2017. **1**

 G082515

G1.B1 There is a lack of rigorous Research-Based Instructional Practices being implemented in the classrooms. **2**

 B218459

G1.B1.S1 Incorporate data to help guide instruction. **4**

 S230744

Strategy Rationale

Action Step 1 **5**

Personnel support provided during intensive reading intervention.

Person Responsible

Dan Dubbert

Schedule

Daily, from 8/22/2016 to 5/19/2017

Evidence of Completion

Master schedule, classroom walkthroughs

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

Review of weekly lesson plans and periodic classroom walkthroughs. Support through data chats and collaborative planning

Person Responsible

Dan Dubbert

Schedule

Evidence of Completion

Fidelity checks through classroom walkthroughs and written lesson plans

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

quarterly IReady assessments and teacher classroom formative assessments

Person Responsible

Dan Dubbert

Schedule

Evidence of Completion

Periodic classroom walkthroughs in collaboration with lesson plan development

G1.B1.S2 Provide teachers with Professional Development. 4

S230745

Strategy Rationale

Action Step 1 5

Professional Development in designing and implementing rigorous lessons in the classroom (k-2)

Person Responsible

Kim Longenecker

Schedule

Quarterly, from 8/22/2016 to 5/19/2017

Evidence of Completion

Notes, sign-in sheets, agenda

Action Step 2 5

Professional Development in designing and implementing rigorous lessons in the classroom (3-5)

Person Responsible

Nikki Meredith

Schedule

Quarterly, from 8/22/2016 to 5/19/2017

Evidence of Completion

Notes, sign-in sheets, coaching calendars, agendas

Action Step 3 5

Facilitated Data Chats with coaches and teachers.

Person Responsible

Carrie Fuller

Schedule

Quarterly, from 8/22/2016 to 5/19/2017

Evidence of Completion

Sign-in sheets, agendas, progress monitoring data, coaching calendar

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

Classroom walkthroughs, observations, and evaluations.

Person Responsible

Dan Dubbert

Schedule

Daily, from 9/12/2016 to 5/19/2017

Evidence of Completion

walkthrough rubric, evaluation rubric

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

Observation of instruction using Walk-through rubric indicating implementation of rigorous Research-based Best Practices related to provided professional development.

Person Responsible

Carrie Fuller

Schedule

Daily, from 9/12/2016 to 5/19/2017

Evidence of Completion

Walk-through rubric data with debrief

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B1.S1.MA1 M297233	quarterly IReady assessments and teacher classroom formative assessments	Dubbert, Dan	No Start Date	Periodic classroom walkthroughs in collaboration with lesson plan development	No End Date one-time
G1.B1.S1.MA1 M297234	Review of weekly lesson plans and periodic classroom walkthroughs. Support through data chats and...	Dubbert, Dan	No Start Date	Fidelity checks through classroom walkthroughs and written lesson plans	No End Date one-time
G1.MA1 M297237	Data meetings focusing on iReady results	Longenecker, Kim	9/12/2016	iReady Assessments	5/19/2017 quarterly
G1.MA2 M297238	Feedback on walkthroughs, observations, and evaluations.	Dubbert, Dan	9/12/2016		5/19/2017 biweekly
G1.B1.S1.A1 A294528	Personnel support provided during intensive reading intervention.	Dubbert, Dan	8/22/2016	Master schedule, classroom walkthroughs	5/19/2017 daily
G1.B1.S2.MA1 M297235	Observation of instruction using Walk-through rubric indicating implementation of rigorous...	Fuller, Carrie	9/12/2016	Walk-through rubric data with debrief	5/19/2017 daily
G1.B1.S2.MA1 M297236	Classroom walkthroughs, observations, and evaluations.	Dubbert, Dan	9/12/2016	walkthrough rubric, evaluation rubric	5/19/2017 daily
G1.B1.S2.A1 A294529	Professional Development in designing and implementing rigorous lessons in the classroom (k-2)	Longenecker, Kim	8/22/2016	Notes, sign-in sheets, agenda	5/19/2017 quarterly
G1.B1.S2.A2 A294530	Professional Development in designing and implementing rigorous lessons in the classroom (3-5)	Meredith, Nikki	8/22/2016	Notes, sign-in sheets, coaching calendars, agendas	5/19/2017 quarterly
G1.B1.S2.A3 A294531	Facilitated Data Chats with coaches and teachers.	Fuller, Carrie	8/22/2016	Sign-in sheets, agendas, progress monitoring data, coaching calendar	5/19/2017 quarterly

V. Professional Development Opportunities

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

G1. All teachers will collaboratively establish expectations for rigorous high quality instruction in all content areas school-wide and consistently meet expectations; then NES will increase reading and math proficiency by 16% for 2016-2017.

G1.B1 There is a lack of rigorous Research-Based Instructional Practices being implemented in the classrooms.

G1.B1.S2 Provide teachers with Professional Development.

PD Opportunity 1

Professional Development in designing and implementing rigorous lessons in the classroom (k-2)

Facilitator

Carrie Fuller and DA team

Participants

Administration, Instructional Coaches

Schedule

Quarterly, from 8/22/2016 to 5/19/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Personnel support provided during intensive reading intervention.	\$0.00
2	G1.B1.S2.A1	Professional Development in designing and implementing rigorous lessons in the classroom (k-2)	\$0.00
3	G1.B1.S2.A2	Professional Development in designing and implementing rigorous lessons in the classroom (3-5)	\$0.00
4	G1.B1.S2.A3	Facilitated Data Chats with coaches and teachers.	\$0.00
Total:			\$0.00