

Lake County Schools

Astatula Elementary School



2016-17 Schoolwide Improvement Plan

Astatula Elementary School

13925 FLORIDA AVE, Astatula, FL 34705

<https://ael.lake.k12.fl.us/>

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	No	65%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
other	No	38%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	B*	C	C

**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 Lake 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 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 Astatula Elementary School

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Our Mission is to encourage creativity, personal pride and academic excellence. In a safe, caring environment, individuals will be challenged to become productive lifelong learners.

b. Provide the school's vision statement.

Linking today to tomorrow.

2. School Environment

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

Teachers in all grade levels K-5 will build community using the Being a Writer and Making Meaning curriculms. Both Being a Writer and Making Meaning have Unit 1 - building a writing community and building a reading community where social emotional and academics are highlighred with dual goals.

Meet the Teacher

Open House/Information Nights

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

We talk often about showing our Bobcat PRIDE-Personal Responsibility for Daily Effort and we have a Bobcat Pledge that we all recite together during the morning announcements. A member of the leadership team shares Words of Wisdom each Friday on the morning announcements. During arrival and dismissal we have many adults supervising and assisting students. Our faculty and staff is very visible and always on hand to support and help our students.

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.

We take a positive approach and believe in the least amount of consequences to change the behavior that needs to be changed. We provide positive thoughts for the week with all of our students and we have a Bully Proofing Character Development Program.

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.

We provide students with positive messages beginning with morning announcements. We promote positive behaviors and provide opportunities to recognize those behaviors. Counselors are available for students in times of distress and also pull groups for students that may be having family issues. Faculty and staff are encouraged to notify guidance and administration of students needing any kind of assistance.

Making Meaning and Being a Writer curriculums teach social emotional learning strategies and skills in each lesson grades K-5.

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.

A spreadsheet with the early warning indicators is provided by the district. This data is analyzed by the Leadership Team to determine the best ways to intervene. The early warning indicators include attendance, suspension, referrals, retention, and performance on statewide assessments.

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	13	9	13	13	12	13	0	0	0	0	0	0	0	73	
One or more suspensions	1	0	0	0	1	2	0	0	0	0	0	0	0	4	
Course failure in ELA or Math	14	3	1	9	1	0	0	0	0	0	0	0	0	28	
Level 1 on statewide assessment	0	0	0	30	23	32	0	0	0	0	0	0	0	85	

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.

PAWS groups are utilized to provide reading interventions to students who are identified by the early warning system. The MTSS process is used to provide interventions in reading, math and behavior.

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?

No

1. PIP Link

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

2. Description

- *Provide written information for parents in English and Spanish as well as utilization of bilingual call out system
- *Have interpreter available at all events to interpret for Spanish Speaking and Deaf and Hard of Hearing families.
- *Continue to educate parents and teachers regarding available materials and services.
- *Schedule events on a flexible schedule to meet the needs of working parents.
- *Provide community service events such as the Spaghetti Dinner and the Orlando Magic family night to include community, families, teachers and students.
- *Annual drama performance
- *Community partnerships

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.

School staff builds relationships with community organizations as well as local retail organizations in the community. Food for our homeless families is provided on a weekly basis, school supplies are donated throughout the year, clothing, eye glasses, and volunteer time are some of the resources we are able to obtain.

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
Sherman, Robert	Principal
Burnsed, Caroline	Assistant Principal
Christianson, Jacalyn	Other
Bonvento, Andrea	Instructional Coach
Marcinkus, Amy	Instructional Coach
Fiorentino, Michelle	School Counselor

b. Duties

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

Each member of the leadership team works as needed to fulfill the responsibilities of the MTSS and SIP. They analyze the data of students to provide supplemental and/or targeted intervention supports to assist in closing gaps in order to increase mastery of grade level standards. In Tier 1, the process is aided by the problem solving model that uses school wide and class wide data to monitor the success and difficulties of groups of students and provides for the development of academic and behavioral interventions for individuals, whole classes or school wide issues.

Leadership team meets weekly to discuss and make shared decsions regarding school needs.

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.

The Leadership Team assists in the identification of students who are possible candidates for the MTSS/RtI process by analyzing data throughout the year. The MTSS/RtI Team meets with teachers and assists them in developing, implementing and monitoring interventions based on specific student needs according to data. The MTSS/RtI team provides ongoing support during the MTSS/RtI process.

Three times a year the grade levels meet with the Leadership team to analyze student data and place students in school wide intervention/enrichment groups called PAWS (Practicing and Working Strong). During these meetings teachers analyze literacy data and collaborate on effective instructional practices and adjust accordingly.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Robert Sherman	Principal
Kellyann Goring	Teacher
Lori Westphal	Teacher
Velia Muruaga	Parent
Bonnie Hart	Parent
Misti McDonald	Parent
Brandy McDonald	Parent
Jennifer Long	Parent
Tim Palinski	Business/Community
Nichole Rickey	Parent
John McGibbon	Business/Community
Carissa Kase	Teacher
Andrea Bonvento	Teacher

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 SAC was asked for their input regarding the School Improvement Plan. The SAC decided the effectiveness by studying academic data, discipline, attendance, and safety. Areas of concern were discussed as well as areas of progress.

b. Development of this school improvement plan

SAC assists in preparation and evaluation of the School Improvement Plan

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

The principal presents and explains the various components of the school's annual budget and plan. Input is requested from SAC and questions encouraged.

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

SAC did not spend any funds this past year.

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.

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
Bonvento, Andrea	Instructional Coach
Burris, Cathy	Teacher, K-12
Salamon, Jean	Instructional Media
Sears, Kristen	Teacher, K-12
Linan, Elizabeth	Teacher, K-12
Westphal, Lori	Teacher, ESE
Arbucias-Martinez, Anna	Teacher, K-12
Duke, Pamela	Teacher, K-12
Lee, Jill	Teacher, K-12

b. Duties

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

LLT promotes literacy through text complexity and Florida State Standards, comprehension strategies, implementation of intervention/enrichment groups (PAWS groups), and the school-wide AR program, Developmental Studies Center/Center for the Collaborative Classroom reading/writing curriculum as well as school wide literacy initiatives.

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.

The school's strategy for encouraging positive working relationships between teachers include but are not limited to:

*Grade Level Professional Learning Communities with a Flow Map walking the teachers through the PLC planning process step by step.

*Thinking Map training provided to encourage collaborative instruction across every grade level and curriculum.

*Common grade level planning.

*Grade level workshops/meetings to share instructional strategies, discuss problem solving skills and provide support services for teachers.

*Faculty meetings to address school wide issues and concerns which facilitate and develop positive working relationships.

*Weekly reflective reinforcement messages via staff email and faculty meetings describing positive observations noted during daily administrative visits to classrooms. These visits are meant to build staff confidence and support classroom and grade level initiatives.

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

TQR will continue attending district meetings to provide information and support for newer teachers
Literacy Coach and CRT will provide training to new teachers regarding all aspects of curriculum and assessment

Professional Learning Communities provide education and support for all teachers

Grade level meetings provide ongoing training, data analysis and support services for teachers

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

Participate in the Teacher Orientation Program, each new teacher is paired with a mentor who teaches in his/her grade level or area of expertise to provide ongoing support. Collaborative Planning and Peer Coaching are also utilized.

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.

All curriculum is research based and adheres to the state of Florida curriculum guidelines, thus, ensuring that our core instructional programs and materials are aligned to the Florida Standards.

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.

The school disaggregates its data on an ongoing basis and uses this information to drive our curriculum and remediation. We meet each nine weeks to analyze data which guides our instructional remediation groups and they may change due to progress or lack thereof.

MTSS creates an intervention plan for students based on data collected on each individual student. We frequently progress monitor and if an intervention is not working for a student it is modified or changed.

For example, AES uses the SIPPS program for reading intervention. Each nine weeks the intervention groups are changed (if needed) based on the data we collect through our progress monitoring.

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: After School Program

Minutes added to school year: 1,500

After school tutoring is provided for targeted groups

Strategy Rationale

The goal is to enhance student achievement for students in the lowest quartile

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Sherman, Robert, shermanr@lake.k12.fl.us

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

IStation, IReady, STAR, LSA Science, progress monitoring will be analyzed as well as FSA, FCAT scores and school grade.

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.

Kindergarten Roundup offered in the spring by our literacy coach and curriculum resource teacher for parents who have a child(ren) entering kindergarten for the following school year.

VPK is also offered at Astatula Elementary School.

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.

N/A

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.** By utilizing Early Warning Signs data, school will increase attendance, positive student behaviors, and maintain a safe, supportive, Bully-Free environment for all students.
- G2.** With high expectations, teachers will understand, plan, deliver, and differentiate standards-based instruction in all content areas for all students using available instructional technology.

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. By utilizing Early Warning Signs data, school will increase attendance, positive student behaviors, and maintain a safe, supportive, Bully-Free environment for all students. 1a

G086790

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	80.0
Discipline incidents	80.0

Targeted Barriers to Achieving the Goal 3

- We need to revise our system for reviewing attendance data and developing action steps
- Consistency in implementing the Bully-Proofing and Discipline plans

Resources Available to Help Reduce or Eliminate the Barriers 2

- Administrators, Guidance Counselor, School Social Worker, Data Clerk, DecisionED EWS data
- Safe School Committee, District Safety Newsletter, Security Cameras, Single Point of Entry, Behavior Support System, Bully-Proofing Plan

Plan to Monitor Progress Toward G1. 8

EWS, attendance and discipline reports will be collected and analyzed for trends in attendance and behavior throughout the year.

Person Responsible

Robert Sherman

Schedule

Quarterly, from 9/1/2016 to 5/24/2017

Evidence of Completion

EWS reports, Attendance reports, Child Study Team data, Discipline reports, School Climate surveys

G2. With high expectations, teachers will understand, plan, deliver, and differentiate standards-based instruction in all content areas for all students using available instructional technology. 1a

G086791

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	65.0
FSA Mathematics Achievement	67.0
FCAT 2.0 Science Proficiency	55.0

Targeted Barriers to Achieving the Goal 3

- Inconsistent use and lack of teacher knowledge in best practices for standards-based instruction in all content areas.
- Insufficient planning/common planning time to adequately unwrap standards
- Lack of updated technology and connectivity issues

Resources Available to Help Reduce or Eliminate the Barriers 2

- Administrators, Literacy Coach, CRT, Curriculum Blueprints, Test Item Specifications, Flip Book, Collaborative Planning Structure, Progress Monitoring Data, 3 working computer labs, Smartboards, 2 class sets of HP Streams, iPads in some classrooms

Plan to Monitor Progress Toward G2. 8

FSA, Science, Istation and iReady data will be collected and analyzed during leadership team meetings, common planning, and teacher data chats.

Person Responsible

Robert Sherman

Schedule

Biweekly, from 9/1/2016 to 5/24/2017

Evidence of Completion

Assessment Data, Changes to Action Plan based on data

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

 = Problem Solving Step  S123456 = Quick Key

G1. By utilizing Early Warning Signs data, school will increase attendance, positive student behaviors, and maintain a safe, supportive, Bully-Free environment for all students. 1

G086790

G1.B1 We need to revise our system for reviewing attendance data and developing action steps 2

B230717

G1.B1.S1 We will implement a comprehensive plan for tracking, monitoring and following up on attendance data. 4

S243406

Strategy Rationale

If we have an efficient system for tracking attendance data, then we will be able to address attendance issues effectively.

Action Step 1 5

Review and revise our system for reviewing attendance data and developing action steps

Person Responsible

Robert Sherman

Schedule

Quarterly, from 8/10/2016 to 9/16/2016

Evidence of Completion

Attendance reports, Decision Ed EWS reports

Action Step 2 5

Guidance Counselor will send parent letters to students who missed 10 or more school days in the previous school year. Incentives will be given for improvement this year. Attendance incentives will also be provided each nine weeks for all students.

Person Responsible

Michelle Fiorentino

Schedule

Quarterly, from 8/10/2016 to 10/1/2016

Evidence of Completion

Attendance reports, Decision Ed EWS reports

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

Meet with Guidance Counselor and Data Clerk to review attendance data and action steps. Guidance Counselor will receive weekly attendance reports for 5 or more excused/unexcused absences, 5 or more tardies, 3 or more early checkouts).

Person Responsible

Robert Sherman

Schedule

Monthly, from 9/1/2016 to 10/6/2016

Evidence of Completion

Attendance reports, EWS reports

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

Guidance Counselor will maintain spreadsheets of students who are identified on attendance reports. She will also contact teachers regarding parent communication and attendance status.

Person Responsible

Michelle Fiorentino

Schedule

Monthly, from 9/1/2016 to 10/1/2016

Evidence of Completion

Attendance reports, EWS reports, Attendance spreadsheet

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

Leadership team will meet on the 2nd Monday of each month to review EWS reports and other attendance data for reduction in number of absences. The Attendance Tracking Spreadsheet will be analyzed to determine trends and the need for further action.

Person Responsible

Robert Sherman

Schedule

Monthly, from 9/1/2016 to 10/6/2016

Evidence of Completion

EWS reports, attendance reports, Attendance Tracking Spreadsheet

G1.B2 Consistency in implementing the Bully-Proofing and Discipline plans 2

 B230718

G1.B2.S1 We will ensure all staff members are familiar with the Bully-Proofing and Discipline plans and follow them with fidelity. 4

 S243407

Strategy Rationale

If we have consistent implementation of both plans, then we will be able to address issues effectively.

Action Step 1 5

Assistant Principal will present the Bully-Proofing and Discipline plans to staff members and save plans in the Share folder

Person Responsible

Caroline Burnsed

Schedule

Quarterly, from 8/3/2016 to 5/24/2017

Evidence of Completion

Sign in sheets, Bully-Proofing plan, Discipline plan, Share folder contents

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

Verify that documents are in the Share folder and reviewed periodically

Person Responsible

Robert Sherman

Schedule

Triannually, from 9/1/2016 to 5/3/2017

Evidence of Completion

Visual observation of Share folder documents, minutes from Safety Committee meetings

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

Discipline procedures and referrals will be reviewed

Person Responsible

Caroline Burnsed

Schedule

Quarterly, from 8/10/2016 to 5/24/2017


Evidence of Completion

Copies of referrals

G2. With high expectations, teachers will understand, plan, deliver, and differentiate standards-based instruction in all content areas for all students using available instructional technology. 1

 G086791

G2.B1 Inconsistent use and lack of teacher knowledge in best practices for standards-based instruction in all content areas. 2

 B230719

G2.B1.S1 We will provide professional development on unwrapping the standards and using learning goals and scales to support standards-based instruction. 4

 S243408

Strategy Rationale

If we provide professional development and follow-up activities, then we will increase teacher knowledge in best practices for standards-based instruction in all content areas.

Action Step 1 5

Schedule and provide Professional Development on unwrapping the standards and using learning goals and scales.

Person Responsible

Caroline Burnsed

Schedule

Monthly, from 8/10/2016 to 11/18/2016

Evidence of Completion

Meeting agenda, sign in sheets, teacher reflection

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

Schedule professional development and place it on the master calendar. Monitor details during weekly leadership team meetings.

Person Responsible

Caroline Burnsed

Schedule

Monthly, from 9/1/2016 to 11/18/2016

Evidence of Completion

Professional Development Plan, Master Calendar

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

Leadership team will conduct CWTs and check lesson plans to measure impact of professional development offerings.

Person Responsible

Robert Sherman

Schedule

Monthly, from 10/3/2016 to 1/3/2017

Evidence of Completion

CWT data, lesson plan data

G2.B1.S2 We will implement monthly curriculum chats with the CRT and Literacy Coach to disseminate information on district and school initiatives and to review data in all content areas. 4

S243409

Strategy Rationale

If we provide structured curriculum chats with teachers, we will be able to increase their knowledge of best practices in standards-based instruction and evaluate the effectiveness by analyzing data.

Action Step 1 5

Develop schedule for monthly curriculum chats with the CRT and Literacy Coach.

Person Responsible

Amy Marcinkus

Schedule

Monthly, from 9/1/2016 to 10/6/2016

Evidence of Completion

Meeting schedule

Action Step 2 5

Analyze assessment data and CWT data to determine agenda for monthly meetings. Survey the teachers for additional meeting topics and professional development needs. Information regarding district and school initiatives will also be presented.

Person Responsible

Robert Sherman

Schedule

Monthly, from 9/1/2016 to 10/6/2016

Evidence of Completion

Meeting agenda, CWT data, assessment data

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Schedule monthly curriculum chats and place dates on the master calendar. Review proposed agenda during leadership team meetings.

Person Responsible

Amy Marcinkus

Schedule

Monthly, from 9/1/2016 to 10/6/2016

Evidence of Completion

Meeting agendas

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Leadership team will conduct CWTs, check lesson plans and review all assessment data to measure impact of curriculum chats and to determine if there are additional needs.

Person Responsible

Robert Sherman

Schedule

Monthly, from 9/6/2016 to 10/14/2016

Evidence of Completion

CWT data, lesson plan data, assessment data

G2.B2 Insufficient planning/common planning time to adequately unwrap standards **2**

 B230720

G2.B2.S1 We will implement facilitated common planning once a week to support teachers' planning and delivery of standards-based instruction. **4**

 S243410

Strategy Rationale

If we implement, monitor, and support facilitated common planning, then we will have a scheduled time for teachers to plan for standards-based instruction and evaluate student work products.

Action Step 1 **5**

Create and establish a common planning schedule with identified facilitator, clearly defined protocols, planning timeframe, and expected products.

Person Responsible

Robert Sherman

Schedule

Quarterly, from 9/1/2016 to 10/6/2016

Evidence of Completion

Schedule, norms, list of protocols

Plan to Monitor Fidelity of Implementation of G2.B2.S1 **6**

Develop and utilize administrative schedule for attending and supporting common planning.

Person Responsible

Robert Sherman

Schedule

Monthly, from 9/1/2016 to 10/14/2016

Evidence of Completion

Schedule of support

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Leadership team will conduct weekly CWTs to measure impact of common planning on increasing identified instruction look-fors.

Person Responsible

Robert Sherman

Schedule

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

Evidence of Completion

CWT data

G2.B2.S2 Once per 9 weeks, we will provide each grade level with a 2 hour block of collaborative planning time to give them additional time for planning and delivery of standards-based instruction. 4

 S243411

Strategy Rationale

If we provide additional extended planning time, then teachers will have more time to unwrap the standards and delve more deeply into their content.

Action Step 1 5

Create and establish schedule for 2 hour blocks of collaborative planning for each grade level as well as a protocol for this planning time.

Person Responsible

Robert Sherman

Schedule

Quarterly, from 9/1/2016 to 10/6/2016

Evidence of Completion

Collaborative planning protocol, meeting agenda and notes

Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

Develop and utilize administrative schedule for supporting and monitoring collaborative planning.

Person Responsible

Robert Sherman

Schedule

Quarterly, from 9/6/2016 to 10/14/2016

Evidence of Completion

Schedule of support

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7

Leadership team will conduct weekly CWTs to measure impact of extended collaborative planning on increasing identified instruction look-fors.

Person Responsible

Robert Sherman

Schedule

Monthly, from 10/17/2016 to 11/18/2016


Evidence of Completion

CWT data, assessment data

G2.B3 Lack of updated technology and connectivity issues **2**

 B230721

G2.B3.S1 We will continue to work towards improving access to updated technology. **4**

 S243412

Strategy Rationale

If we provide increased access to updated technology, then we will increase teachers' ability to utilize technology in their delivery of standards-based instruction.

Action Step 1 **5**

Continually assess current technology and options for improving it.

Person Responsible

Robert Sherman

Schedule

Quarterly, from 8/10/2016 to 5/24/2017

Evidence of Completion

Inventory of available technology

Action Step 2 **5**

Create a lab schedule that allows every class access to the computers at least 2 times per week

Person Responsible

Amy Marcinkus

Schedule

On 9/19/2016

Evidence of Completion

Computer lab schedules located in shared calendars

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Monitor technology work orders and requests for updated technology

Person Responsible

Jean Salamon

Schedule

Quarterly, from 8/10/2016 to 5/24/2017

Evidence of Completion

Technology work orders, Technology plan

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Utilize information from tech work orders and requests to determine effectiveness

Person Responsible

Robert Sherman



















Schedule

Quarterly, from 8/10/2016 to 5/24/2017










Evidence of Completion

Technology work orders and requests

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.A1  A314917	Review and revise our system for reviewing attendance data and developing action steps	Sherman, Robert	8/10/2016	Attendance reports, Decision Ed EWS reports	9/16/2016 quarterly
G2.B3.S1.A2  A314926	Create a lab schedule that allows every class access to the computers at least 2 times per week	Marcinkus, Amy	8/23/2016	Computer lab schedules located in shared calendars	9/19/2016 one-time
G1.B1.S1.MA2  M326217	Guidance Counselor will maintain spreadsheets of students who are identified on attendance reports....	Fiorentino, Michelle	9/1/2016	Attendance reports, EWS reports, Attendance spreadsheet	10/1/2016 monthly
G1.B1.S1.A2  A314918	Guidance Counselor will send parent letters to students who missed 10 or more school days in the...	Fiorentino, Michelle	8/10/2016	Attendance reports, Decision Ed EWS reports	10/1/2016 quarterly
G1.B1.S1.MA1  M326215	Leadership team will meet on the 2nd Monday of each month to review EWS reports and other...	Sherman, Robert	9/1/2016	EWS reports, attendance reports, Attendance Tracking Spreadsheet	10/6/2016 monthly
G1.B1.S1.MA1  M326216	Meet with Guidance Counselor and Data Clerk to review attendance data and action steps. Guidance...	Sherman, Robert	9/1/2016	Attendance reports, EWS reports	10/6/2016 monthly
G2.B2.S1.MA1  M326225	Leadership team will conduct weekly CWTs to measure impact of common planning on increasing...	Sherman, Robert	9/6/2016	CWT data	10/6/2016 weekly
G2.B2.S1.A1  A314923	Create and establish a common planning schedule with identified facilitator, clearly defined...	Sherman, Robert	9/1/2016	Schedule, norms, list of protocols	10/6/2016 quarterly
G2.B1.S2.MA1  M326224	Schedule monthly curriculum chats and place dates on the master calendar. Review proposed agenda...	Marcinkus, Amy	9/1/2016	Meeting agendas	10/6/2016 monthly
G2.B1.S2.A1  A314921	Develop schedule for monthly curriculum chats with the CRT and Literacy Coach.	Marcinkus, Amy	9/1/2016	Meeting schedule	10/6/2016 monthly
G2.B1.S2.A2  A314922	Analyze assessment data and CWT data to determine agenda for monthly meetings. Survey the teachers...	Sherman, Robert	9/1/2016	Meeting agenda, CWT data, assessment data	10/6/2016 monthly
G2.B2.S2.A1  A314924	Create and establish schedule for 2 hour blocks of collaborative planning for each grade level as...	Sherman, Robert	9/1/2016	Collaborative planning protocol, meeting agenda and notes	10/6/2016 quarterly
G2.B2.S1.MA1  M326226	Develop and utilize administrative schedule for attending and supporting common planning.	Sherman, Robert	9/1/2016	Schedule of support	10/14/2016 monthly
G2.B1.S2.MA1  M326223	Leadership team will conduct CWTs, check lesson plans and review all assessment data to measure...	Sherman, Robert	9/6/2016	CWT data, lesson plan data, assessment data	10/14/2016 monthly
G2.B2.S2.MA1  M326228	Develop and utilize administrative schedule for supporting and monitoring collaborative planning.	Sherman, Robert	9/6/2016	Schedule of support	10/14/2016 quarterly
G2.B1.S1.MA1  M326222	Schedule professional development and place it on the master calendar. Monitor details during...	Burnsed, Caroline	9/1/2016	Professional Development Plan, Master Calendar	11/18/2016 monthly
G2.B1.S1.A1  A314920	Schedule and provide Professional Development on unwrapping the standards and using learning goals...	Burnsed, Caroline	8/10/2016	Meeting agenda, sign in sheets, teacher reflection	11/18/2016 monthly
G2.B2.S2.MA1  M326227	Leadership team will conduct weekly CWTs to measure impact of extended collaborative planning on...	Sherman, Robert	10/17/2016	CWT data, assessment data	11/18/2016 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.MA1  M326221	Leadership team will conduct CWTs and check lesson plans to measure impact of professional...	Sherman, Robert	10/3/2016	CWT data, lesson plan data	1/3/2017 monthly
G1.B2.S1.MA1  M326219	Verify that documents are in the Share folder and reviewed periodically	Sherman, Robert	9/1/2016	Visual observation of Share folder documents, minutes from Safety Committee meetings	5/3/2017 triannually
G1.MA1  M326220	EWS, attendance and discipline reports will be collected and analyzed for trends in attendance and...	Sherman, Robert	9/1/2016	EWS reports, Attendance reports, Child Study Team data, Discipline reports, School Climate surveys	5/24/2017 quarterly
G2.MA1  M326231	FSA, Science, Istation and iReady data will be collected and analyzed during leadership team...	Sherman, Robert	9/1/2016	Assessment Data, Changes to Action Plan based on data	5/24/2017 biweekly
G1.B2.S1.MA1  M326218	Discipline procedures and referrals will be reviewed	Burnsed, Caroline	8/10/2016	Copies of referrals	5/24/2017 quarterly
G1.B2.S1.A1  A314919	Assistant Principal will present the Bully-Proofing and Discipline plans to staff members and save...	Burnsed, Caroline	8/3/2016	Sign in sheets, Bully-Proofing plan, Discipline plan, Share folder contents	5/24/2017 quarterly
G2.B3.S1.MA1  M326229	Utilize information from tech work orders and requests to determine effectiveness	Sherman, Robert	8/10/2016	Technology work orders and requests	5/24/2017 quarterly
G2.B3.S1.MA1  M326230	Monitor technology work orders and requests for updated technology	Salamon, Jean	8/10/2016	Technology work orders, Technology plan	5/24/2017 quarterly
G2.B3.S1.A1  A314925	Continually assess current technology and options for improving it.	Sherman, Robert	8/10/2016	Inventory of available technology	5/24/2017 quarterly

V. Professional Development Opportunities

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

G2. With high expectations, teachers will understand, plan, deliver, and differentiate standards-based instruction in all content areas for all students using available instructional technology.

G2.B1 Inconsistent use and lack of teacher knowledge in best practices for standards-based instruction in all content areas.

G2.B1.S1 We will provide professional development on unwrapping the standards and using learning goals and scales to support standards-based instruction.

PD Opportunity 1

Schedule and provide Professional Development on unwrapping the standards and using learning goals and scales.

Facilitator

Andrea Pyatt

Participants

Teachers

Schedule

Monthly, from 8/10/2016 to 11/18/2016

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	Review and revise our system for reviewing attendance data and developing action steps	\$0.00
2	G1.B1.S1.A2	Guidance Counselor will send parent letters to students who missed 10 or more school days in the previous school year. Incentives will be given for improvement this year. Attendance incentives will also be provided each nine weeks for all students.	\$0.00
3	G1.B2.S1.A1	Assistant Principal will present the Bully-Proofing and Discipline plans to staff members and save plans in the Share folder	\$0.00
4	G2.B1.S1.A1	Schedule and provide Professional Development on unwrapping the standards and using learning goals and scales.	\$0.00
5	G2.B1.S2.A1	Develop schedule for monthly curriculum chats with the CRT and Literacy Coach.	\$0.00
6	G2.B1.S2.A2	Analyze assessment data and CWT data to determine agenda for monthly meetings. Survey the teachers for additional meeting topics and professional development needs. Information regarding district and school initiatives will also be presented.	\$0.00
7	G2.B2.S1.A1	Create and establish a common planning schedule with identified facilitator, clearly defined protocols, planning timeframe, and expected products.	\$0.00
8	G2.B2.S2.A1	Create and establish schedule for 2 hour blocks of collaborative planning for each grade level as well as a protocol for this planning time.	\$0.00
9	G2.B3.S1.A1	Continually assess current technology and options for improving it.	\$0.00
10	G2.B3.S1.A2	Create a lab schedule that allows every class access to the computers at least 2 times per week	\$0.00
Total:			\$0.00