

Polk County Public Schools

Alturas Elementary School



2016-17 Schoolwide Improvement Plan

Alturas Elementary School

420 4TH ST, Alturas, FL 33820

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

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	38%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	B	C*	C	B

**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 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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	7
Effective Leadership	8
Public and Collaborative Teaching	11
Ambitious Instruction and Learning	11
8-Step Planning and Problem Solving Implementation	14
Goals Summary	14
Goals Detail	14
Action Plan for Improvement	18
Appendix 1: Implementation Timeline	25
Appendix 2: Professional Development and Technical Assistance Outlines	26
Professional Development Opportunities	26
Technical Assistance Items	27
Appendix 3: Budget to Support Goals	27

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 Alturas Elementary School

DA Region and RED	DA Category and Turnaround Status
Southwest -	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.

Teaching our future today.

b. Provide the school's vision statement.

Working collaboratively with the community to develop life long learners.

2. School Environment

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

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

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

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

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.

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

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.

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

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.

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

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

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

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	1	0	0	1	4	5	0	0	0	0	0	0	0	11

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

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

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 accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/313557>.

2. Description

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

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.

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

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

b. Duties

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

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

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

- o Review school-wide, grade level, and teacher data to identify students meeting/exceeding benchmarks as well as those at moderate or high risk for not meeting benchmarks. This will be done at least three times per year with screening data or more frequently if new data is available.
- o Help teachers design interventions for students in need of tier 2 support by collaborating regularly, problem solving, sharing effective practices, evaluating implementation, assisting in making decisions for school, teacher and student improvement.
- o Facilitate the process of building consensus, increasing infrastructure (organize interventions into

tiers based on the resources available at Alturas) and making decisions about implementation.

- o Focus on improving student achievement outcomes with evidence based interventions implemented with fidelity and frequent progress monitoring.
- o Intervention teams also foster a sense of collegiality and mutual support among educators, promote the use of evidence-based interventions, and support teachers in carrying out intervention plans

Title 1, Part A, funds school-wide services to Alturas Elementary. The Title 1 funds provide supplemental instructional resources and interventions for students with academic achievement needs. Title 1 Part A, support provides supplemental instructional materials, resource teachers, technology for students, professional development for the staff, and resources for parents.

Title I, Part C- Migrant students enrolled in Alturas Elementary will be assisted by the school and by the District Migrant Education Program (MEP). Students will be prioritized by the MEP for supplemental services based on need and migrant status. MEP Teacher Advocates, assigned to schools with high percentages of migrant students monitor the progress of these high need students and provide or coordinate supplemental academic support. Migrant Home-School Liaisons identify and recruit migrant students and their families for the MEP. They provide support to both students and parents in locating services necessary to ensure the academic success of these students whose education has been interrupted by numerous moves.

Title I, Part D

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

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

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

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Susan Donahue	Business/Community
Charles Pemberton	Principal
Cheryl Joe	Business/Community
Rosa Cavazos	Parent
Jimmy Stewart	Business/Community
Kimberly Hyman	Student
Shelley Reinacher	Principal
Stephanie Beam	Parent

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 Alturas SAC met on September 30, 2015 to review the School Improvement Plan. Each member was provided a hard copy to review and make suggestion. The committee was given a week to analyze the plan in detail. It was officially approved on September 30th by all SAC members.

b. Development of this school improvement plan

The School Advisory Council will meet to generate, review and approve the School Improvement Plan on September 28, 2016.

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

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

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

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

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

Yes

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

b. Duties

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

The LLT promotes literacy within the school by:

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

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.

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

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

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

New teachers are mentored and provided training to assist them in their roles as leaders for our students and parents. Every effort is made to provide new teachers with needed support in getting classroom materials and resources. Every effort is made to foster a team atmosphere where decisions are made together.

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

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

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.

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

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.

Our school uses data on an ongoing basis to maintain flexible grouping and design small group instruction. Also, data is used to determine which concepts or skills need to be retaught or extended.

Example One: K-2 teachers use STAR Early Literacy data to match students to instructional activities addressing specific skills (i.e. phoneme isolation/deletion, basic math operations, letter sound correspondence). 3 -5 teachers use FAIR testing data to match students to FCRR Center Activity addressing specific skills (i.e. suffixes, theme, and sequencing)

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

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:

Alturas does not currently provide after school programs.

Strategy Rationale

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

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

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

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.

To support our incoming students, Alturas Elementary now offers a Title I Pre-K Program to familiarize students with an academic setting before entering Kindergarten. Students and parents will have the opportunity to meet the Pre-K staff before school officially starts.

To support our outgoing cohorts of students, Alturas Elementary will invite Bartow Middle School Staff on campus to share information about transitioning into middle school.

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.

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

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.** Create a school and classroom environment focused on motivation and achievement
- G2.** Use formative and summative assessment data to differentiate small group instruction in ELA and math.
- G3.** Use a backward planning model to guide instruction

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. Create a school and classroom environment focused on motivation and achievement 1a

G087092

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	125.0

Targeted Barriers to Achieving the Goal 3

- Inconsistent use of classroom management strategies

Resources Available to Help Reduce or Eliminate the Barriers 2

- CHAMPS, Kagan, Harry Wong, Doug Lemov, district provided professional development

Plan to Monitor Progress Toward G1. 8

Administration will conduct walkthroughs and analyze discipline data

Person Responsible

Charles Pemberton Jr.

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Discipline data, walkthroughs

G2. Use formative and summative assessment data to differentiate small group instruction in ELA and math. 1a

G087093

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	60.0
Math Gains	60.0

Targeted Barriers to Achieving the Goal 3

- Teacher knowledge on how to collect and analyze data
- Teacher knowledge on how to differentiate whole group and small group tasks

Resources Available to Help Reduce or Eliminate the Barriers 2

- NewsELA, school and district coach, TLC teachers, peer teachers, Reading Wonders, science leveled readers, cPalms
-

Plan to Monitor Progress Toward G2. 8

Formative and summative assessment data will be used to monitor progress.

Person Responsible

Charles Pemberton Jr.

Schedule

Biweekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Summative and formative assessment data spreadsheets

G3. Use a backward planning model to guide instruction 1a

G087094

Targets Supported 1b

Indicator	Annual Target
Math Gains	60.0
ELA/Reading Gains	60.0
Statewide Science Assessment Achievement	45.0

Targeted Barriers to Achieving the Goal 3

- Teacher knowledge on how to use backward planning to guide instruction

Resources Available to Help Reduce or Eliminate the Barriers 2

- Go-Math, C-Palms, formative assessments, Reading Wonders, district and school based coaches

Plan to Monitor Progress Toward G3. 8

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

Person Responsible

Charles Pemberton Jr.

Schedule

Monthly, from 8/22/2016 to 6/2/2017

Evidence of Completion

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

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Create a school and classroom environment focused on motivation and achievement **1**

 G087092

G1.B1 Inconsistent use of classroom management strategies **2**

 B231552

G1.B1.S1 District and school provided professional development of CHAMPS and other classroom management approaches. **4**

 S244277

Strategy Rationale

To develop and implement strategies consistently

Action Step 1 **5**

Provide district and school provided professional development of CHAMPS and other classroom management approaches.

Person Responsible

Charles Pemberton Jr.

Schedule

Monthly, from 8/8/2016 to 6/2/2017

Evidence of Completion

Discipline data, walkthroughs

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

Administration will conduct walkthroughs and monitor discipline data.

Person Responsible

Charles Pemberton Jr.

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Discipline data, walkthroughs

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

Administration will conduct walkthroughs and analyze discipline data

Person Responsible

Charles Pemberton Jr.

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Discipline data, walkthroughs

G2. Use formative and summative assessment data to differentiate small group instruction in ELA and math.

1

G087093

G2.B1 Teacher knowledge on how to collect and analyze data 2

B231553

G2.B1.S1 Utilize school and district coaches facilitate grade level collaborative planning to analyze and discuss data. 4

S244278

Strategy Rationale

Individual teachers and grade levels will learn to collect and analyze data more efficiently

Action Step 1 5

District and School-based coaches will facilitate and assist teachers through the process of collecting and analyzing student data.

Person Responsible

Kimberly Hyman

Schedule

Biweekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Data spreadsheets; small group plans

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

District and school-based coach will conduct biweekly data chat during common planning.

Person Responsible

Kimberly Hyman

Schedule

Biweekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Data from formative and summative assessments will be collected and small group lesson plans will be monitored in order to see changes in flexible groups and the instruction taking place within those groups.

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

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

Person Responsible

Charles Pemberton Jr.

Schedule

Biweekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Summative and formative assessment data spreadsheets

G2.B2 Teacher knowledge on how to differentiate whole group and small group tasks 2

 B231554

G2.B2.S1 District based professional development on differentiated instruction 4

 S244279

Strategy Rationale

To provide teachers with strategies on how to differentiate within whole group and small group tasks

Action Step 1 5

Provide district based professional development on differentiation

Person Responsible

Shelley Reinacher

Schedule

On 6/2/2017

Evidence of Completion

Lesson plans, walkthroughs, data chats

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

Lesson plans and data spreadsheets will be monitored as evidence of differentiation

Person Responsible

Shelley Reinacher

Schedule

Biweekly, from 9/19/2016 to 6/2/2017

Evidence of Completion

lesson plans, data spreadsheets, walkthroughs

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

Biweekly data chats to determine if student learning gains are being made

Person Responsible

Shelley Reinacher

Schedule

Biweekly, from 9/19/2016 to 6/2/2017

Evidence of Completion

lesson plans, data spreadsheets, walkthroughs

G3. Use a backward planning model to guide instruction 1

G087094

G3.B1 Teacher knowledge on how to use backward planning to guide instruction 2

B231555

G3.B1.S1 Provide district based professional development facilitated by school administrators and coaches. 4

S244280

Strategy Rationale

Knowledge gained through professional development will be implemented during common planning and content area blocks.

Action Step 1 5

Provide district based professional development facilitated by school administrators and coaches

Person Responsible

Charles Pemberton Jr.

Schedule

Weekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Evidence from teacher lesson plans

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Meeting minutes from collaborative planning

Person Responsible

Shelley Reinacher

Schedule

Weekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Meeting minutes from collaborative planning, Journey observations

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

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

Person Responsible

Charles Pemberton Jr.













Schedule

Weekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Journey observations and classroom walk throughs.

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.MA1  M328228	Administration will conduct walkthroughs and analyze discipline data	Pemberton Jr., Charles	8/15/2016	Discipline data, walkthroughs	6/2/2017 weekly
G2.MA1  M328233	Formative and summative assessment data will be used to monitor progress.	Pemberton Jr., Charles	8/15/2016	Summative and formative assessment data spreadsheets	6/2/2017 biweekly
G3.MA1  M328236	FAIR, IBTP, Unit tests, and formative assessment data will be reviewed throughout the year to...	Pemberton Jr., Charles	8/22/2016	Individual student scores will be collected and analyzed and adjustments to instruction will be made accordingly.	6/2/2017 monthly
G1.B1.S1.MA1  M328226	Administration will conduct walkthroughs and analyze discipline data	Pemberton Jr., Charles	8/15/2016	Discipline data, walkthroughs	6/2/2017 weekly
G1.B1.S1.MA1  M328227	Administration will conduct walkthroughs and monitor discipline data.	Pemberton Jr., Charles	8/15/2016	Discipline data, walkthroughs	6/2/2017 weekly
G1.B1.S1.A1  A316310	Provide district and school provided professional development of CHAMPS and other classroom...	Pemberton Jr., Charles	8/8/2016	Discipline data, walkthroughs	6/2/2017 monthly
G2.B1.S1.MA1  M328229	Administration will participate in the biweekly data chats and review data reports.	Pemberton Jr., Charles	8/15/2016	Summative and formative assessment data spreadsheets	6/2/2017 biweekly
G2.B1.S1.MA1  M328230	District and school-based coach will conduct biweekly data chat during common planning.	Hyman, Kimberly	8/15/2016	Data from formative and summative assessments will be collected and small group lesson plans will be monitored in order to see changes in flexible groups and the instruction taking place within those groups.	6/2/2017 biweekly
G2.B1.S1.A1  A316311	District and School-based coaches will facilitate and assist teachers through the process of...	Hyman, Kimberly	8/15/2016	Data spreadsheets; small group plans	6/2/2017 biweekly
G2.B2.S1.MA1  M328231	Biweekly data chats to determine if student learning gains are being made	Reinacher, Shelley	9/19/2016	lesson plans, data spreadsheets, walkthroughs	6/2/2017 biweekly
G2.B2.S1.MA1  M328232	Lesson plans and data spreadsheets will be monitored as evidence of differentiation	Reinacher, Shelley	9/19/2016	lesson plans, data spreadsheets, walkthroughs	6/2/2017 biweekly
G2.B2.S1.A1  A316312	Provide district based professional development on differentiation	Reinacher, Shelley	9/19/2016	Lesson plans, walkthroughs, data chats	6/2/2017 one-time
G3.B1.S1.MA1  M328234	Observation in classrooms, student work samples, and lesson plan evaluation.	Pemberton Jr., Charles	8/22/2016	Journey observations and classroom walk throughs.	6/2/2017 weekly
G3.B1.S1.MA1  M328235	Meeting minutes from collaborative planning	Reinacher, Shelley	8/22/2016	Meeting minutes from collaborative planning, Journey observations	6/2/2017 weekly
G3.B1.S1.A1  A316313	Provide district based professional development facilitated by school administrators and coaches	Pemberton Jr., Charles	8/22/2016	Evidence from teacher lesson plans	6/2/2017 weekly

V. Professional Development Opportunities

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

G2. Use formative and summative assessment data to differentiate small group instruction in ELA and math.

G2.B1 Teacher knowledge on how to collect and analyze data

G2.B1.S1 Utilize school and district coaches facilitate grade level collaborative planning to analyze and discuss data.

PD Opportunity 1

District and School-based coaches will facilitate and assist teachers through the process of collecting and analyzing student data.

Facilitator

Chuck Pemberton, Chris Brennan, Kimberly Hyman, Shelley Reinacher

Participants

K-5 teachers

Schedule

Biweekly, from 8/15/2016 to 6/2/2017

G3. Use a backward planning model to guide instruction

G3.B1 Teacher knowledge on how to use backward planning to guide instruction

G3.B1.S1 Provide district based professional development facilitated by school administrators and coaches.

PD Opportunity 1

Provide district based professional development facilitated by school administrators and coaches

Facilitator

Charles Pemberton Jr., Shelley Reinacher, Kimberly Hyman

Participants

K-5 Teachers

Schedule

Weekly, from 8/22/2016 to 6/2/2017

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	Provide district and school provided professional development of CHAMPS and other classroom management approaches.	\$0.00
2	G2.B1.S1.A1	District and School-based coaches will facilitate and assist teachers through the process of collecting and analyzing student data.	\$0.00
3	G2.B2.S1.A1	Provide district based professional development on differentiation	\$0.00
4	G3.B1.S1.A1	Provide district based professional development facilitated by school administrators and coaches	\$0.00
Total:			\$0.00