

Polk County Public Schools

Sandhill Elementary School



2016-17 Schoolwide Improvement Plan

Sandhill Elementary School

1801 TYNER RD, Haines City, FL 33844

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

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	70%

School Grades History

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

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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 Sandhill 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.

Sandhill Elementary is the driving force in providing a quality education in a safe supportive environment where our future leaders are inspired, challenged, and encouraged to reach their potential.

b. Provide the school's vision statement.

To teach all students to reach their academic potential and to consistently demonstrate CRANE characteristics (Courteous, Responsible, Attentive, Noble, Exemplary).

2. School Environment

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

Teachers received professional development and implement Kagan Cooperative Learning structures, including class-building strategies, in their classrooms. This allows the teacher and student peers to more deeply understand each child's unique culture and background experiences so that the class becomes a working team.

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

We implement highly effective Positive Behavior Support systems in all areas of our school. Students are explicitly taught CRANE qualities (Courteous, Responsible, Attentive, Noble, and Exemplary) and are rewarded for demonstrating those qualities.

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 implement highly effective Positive Behavior Support systems in all areas of our school. Students are explicitly taught CRANE qualities (Courteous, Responsible, Attentive, Noble, and Exemplary) and are rewarded for demonstrating those qualities. We also teach and reinforce explicit procedures and routines for all areas of campus: Cafeteria, walkways, Physical Education, Music, Art, Bus Loading, car rider dismissal, etc.

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.

Teachers refer students with social-emotional needs to our guidance counselor and/or our Leadership Team for assistance. MTSS (Multi-Tiered Systems of Support) structures are effectively implemented in all classrooms, providing Tier 1, Tier 2 and Tier 3 supports (academic and/or behavioral) as needed for all students. Staff mentor program is implemented for students with Tier 2 behavior needs. Families in need are identified and provided services as appropriate (food, school supplies, clothing, counseling, etc.).

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.

Absent 10% or more of the days enrolled (using truancy absence definition).

Over-age 2 or more years for the grade level.

Total number of ISS/OSS is greater than 3.

Course failure in English Language Arts or mathematics.

A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics.

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	22	21	13	11	12	11	0	0	0	0	0	0	0	90
One or more suspensions	0	4	2	1	8	12	0	0	0	0	0	0	0	27
Course failure in ELA or Math	2	5	3	35	1	0	0	0	0	0	0	0	0	46
Level 1 on statewide assessment	0	0	0	35	30	21	0	0	0	0	0	0	0	86

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	2	5	3	5	6	4	0	0	0	0	0	0	0	25

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

Early Warning Report is reviewed monthly by school Leadership Team. MTSS (Multi-Tiered System of Support) is effectively implemented throughout all grade levels for academic and/or behavior needs (Tier 1, Tier 2, and Tier 3 interventions). Excessive absences are tracked by school social worker who implements interventions as needed.

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

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.

We work with various community groups (Solavita Retirement Community, KidsPack, First Methodist Church in Dundee, local realtor group, Chamber of Commerce, etc.) to sustain partnerships and communication with our community. We share the needs of our families and provide these groups with updated data on our school as requested for their documentation purposes.

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
Lewis, Nadia	Principal
Vanhook, Kim	Assistant Principal
Chapman, Sally	Instructional Technology
Alford, Renee	Teacher, K-12
Beasley, Cindy	Instructional Coach
Glasgow, Jennifer	Instructional Coach
Lewis, Sarah	School Counselor
Renesca, Lindsay	Dean

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 Principal is to provide the vision and leadership necessary to develop and administer educational programs that optimize the human and material resources available. This includes the implementation of learning processes for all students leading to enhanced student achievement within the context of providing a safe and successful school for students, staff, parents, and community in support of enhanced student learning.

The principal provides leadership for and management of programs and processes related to instruction, school operations personnel management, business management, student support services, student activities and community involvement.

The role of the Assistant Principal is to facilitate effective professional development, monitor the implementation of critical initiatives, provide structure for and monitoring of a school learning environment that improves learning for all students and ensure that communication with parents remains an effective bridge to enhance student success.

The role of the Instructional Technology person is to facilitate the implementation of effective, research-based instructional technology in order to increase student engagement, critical progress monitoring efforts and ensure student achievement.

The role of the Teacher K-12 (Instructional Interventionist) is to provide intensive academic instruction to a focus group of students based on prior academic performance so that learning gains and academic success will be achieved with these students.

The role of the Instructional Coach for Reading is to provide professional development, model effective instructional strategies, and guide teachers in understanding the new Florida State

Standards through lesson plan development through a research-based coaching model with the focus on Reading/English Language standards.

The role of the Instructional Coach for Math is to provide professional development, model effective instructional strategies, and guide teachers in understanding the new Florida State Standards through lesson plan development through a research-based coaching model with the focus on Math standards.

The role of the Guidance Counselor is to provide support and guidance to students, parents and staff through implementation of the MTSS (Multi-Tiered System of Supports) model. PBS and CHAMPS so as to assure student behaviors positively affect their school day and learning.

All members of the Leadership Team employ a transparent decision-making process that is based on the school vision, mission, and improvement priorities using facts and data. They also assist with managing the organization, operations, and school facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment at our school.

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.

School leadership identifies and aligns all available resources through our Leadership Team activities. We coordinate supplemental funding through communication with our district office in Title I, ESE, Headstart Pre-K, and other relevant programs. Inventory of instructional resources is maintained by our assistant principal and academic coaches. Meetings of the school Leadership Team are held every 1-2 weeks. We use progress monitoring data analysis to determine how to apply resources for the highest impact.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Jose Zayas	Education Support Employee
Senette Turner	Teacher
Nadia Lewis	Principal
Renee Alford	Teacher
Banessa Martinez	Education Support Employee
Sylvia Tellado	Education Support Employee
Suzanne Armstrong	Business/Community
Brenda McNeal	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 SIP will be presented to the SAC on Oct 11, 2016. Goals, baseline scores, current academic status, barriers, strategies, resources and budgets were provided. After questions and discussion the SAC voted to approve the 2015-2016 School Improvement Plan.

b. Development of this school improvement plan

SAC members participated in district SIP training and were involved in the development of the needs assessment, 8-step planning and problem solving steps of the plan.

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

SAC members participated in analysis of our school budget and the correlation with our SIP goals.

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

Title I funds used to improve student academic performance: \$304,195.58 on personnel to improve academic performance or increase parental involvement). Instructional supplemental materials to increase student achievement: \$66,227.45.

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
Lewis, Nadia	Principal
Vanhook, Kim	Assistant Principal
Glasgow, Jennifer	Instructional Coach
Chapman, Sally	Instructional Technology
Alford, Renee	Other

b. Duties

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

The Literacy Team promotes literacy through the effective implementation of our Accelerated Reader program. The team analyzes AR data to ensure 100% participation and that students are progressing toward their individual reading goals. The Literacy Team analyzes student progress monitoring data, and state assessment data to determine literacy needs in the areas of classroom instruction and school-wide initiatives to increase literacy and reading success for all students.

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.

All classroom teachers have common planning time established with our master schedule. Teachers meet weekly with academic coaches to increase team effectiveness and focus on the tested standards and appropriate resources and assessments.

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

Our school's reputation as a consistently high performing Title I school over the past seven years is our best strategy to recruit highly qualified teachers who are certified in-field. Highly effective teachers are paired with teachers new to the school.

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

Every teacher who is new to our school (even experienced teachers coming from another school site) are assigned a school mentor. Often this mentor is a member of the school Leadership Team or is a Special Area teacher in the same field of study. These pairs meet throughout the year so that the new teacher has someone to explain the procedures, routines and expectations at our school. Each year our new teachers respond on the district survey indicating their high level of satisfaction with this arrangement.

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.

Teachers meet throughout the school year in grade level and vertical teams to unpack the Florida Standards. Academic resource coaches and administration provide the structure for this ongoing activity to deepen teachers' understanding of the standards and implications for instruction and assessment.

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.

Administration meets regularly with teachers to analyze student data based on ongoing progress monitoring data. Ability level groups are used during instruction blocks to provide for appropriate Tier 1 instruction. Teachers also provide Tier 2 and Tier 3 instructional interventions following data analysis of needs. Teachers then meet with Leadership every six weeks to analyze student response to Tier 2 / 3 interventions and determine if the intervention needs to be modified or continued. With this consistent implementation we have seen drastic increases in our learning gains on state assessments. We have implemented a STEM Acceleration Academy for high performing students in order to meet their unique academic needs.

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: Before School Program

Minutes added to school year: 800

Identified students meet with teachers before school to receive academic enrichment.

Strategy Rationale

The purpose of this early morning tutoring time is to provide additional enrichment opportunities for selected students.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Vanhook, Kim, kim.vanhook@polk-fl.net

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

Learning gains on state assessments.

Strategy: After School Program

Minutes added to school year: 960

Identified students meet with teachers after school to receive academic assistance.

Strategy Rationale

The purpose of this after school tutoring time is to provide additional learning opportunities for selected students.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Alford, Renee, renee.alford@polk-fl.net

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

State assessment results

Strategy: Summer Program

Minutes added to school year: 16,800

Identified students meet with teachers for 7 hours each day for 8 weeks to receive academic assistance.

Strategy Rationale

The purpose of this summer tutoring time is to provide additional learning opportunities for selected students.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Vanhook, Kim, kim.vanhook@polk-fl.net

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

State Assessment results.

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.

We work together with our district pre-k staff to ensure a smooth transition to the K-5 level. We offer Headstart Pre-K instruction on our campus. Our school psychologist serves on the Leadership Team for our zoned flow school for grades 6-8 in order to provide transition infrastructure as needed. Middle school guidance counselors from local area schools visit Sandhill Elementary to provide information to 5th grade classes about transitioning to 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.

Every other year we hold a Career Awareness day with over 30 careers represented. Students listen to presentations while taking notes using a thinking map format. At the end of the presentations the students write summaries of their learning. This event fosters partnerships with local business, industry and community organizations.

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

Does not apply at the elementary level.

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

Our STEM Academy will be initiating awareness of career and technical education opportunities through their curriculum.

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.

Does not apply to the elementary level.

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Through the implementation of our Positive Behavior System and the introduction of the CHAMPS program, a safe and orderly environment will be provided with classroom disruptions lowered and attendance increased.
- G2.** Teachers will use research based strategies to deliver state standards while providing highly engaging instruction in Math, Science, and English Language Arts lessons to increase student achievement.

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. Through the implementation of our Positive Behavior System and the introduction of the CHAMPS program, a safe and orderly environment will be provided with classroom disruptions lowered and attendance increased. 1a

G087472

Targets Supported 1b

Indicator	Annual Target
Attendance rate	97.0
Discipline incidents	300.0

Targeted Barriers to Achieving the Goal 3

- New teachers

Resources Available to Help Reduce or Eliminate the Barriers 2

- Dean
- CHAMPS training and materials
- PBS/School-wide behavior plan
- PBS Team

Plan to Monitor Progress Toward G1. 8

Students discipline reports from Genesis will be disaggregated by teacher, type, location and time.

Person Responsible

Lindsay Renesca

Schedule

Monthly, from 8/29/2016 to 6/2/2017

Evidence of Completion

Student discipline records from Genesis.

Plan to Monitor Progress Toward G1. 8

Students discipline reports from Genesis will be disaggregated by teacher, type, location and time.

Person Responsible

Schedule

Monthly, from 8/29/2016 to 6/2/2017

Evidence of Completion

Student discipline records from Genesis.

G2. Teachers will use research based strategies to deliver state standards while providing highly engaging instruction in Math, Science, and English Language Arts lessons to increase student achievement. 1a

G087473

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	65.0
ELA/Reading Gains	60.0
ELA/Reading Lowest 25% Gains	60.0

Targeted Barriers to Achieving the Goal 3

- A high number of new and non-certified teachers in classes make it difficult to ensure that students are receiving engaging standards based instruction in all subjects.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Academic Coaches
- Thinking Maps Trainer
- Reading Wonders Professional Development Videos
- Input from Journey observations
- Leadership Team
- Kagan Cooperative Learning resources
- District Literacy Coaches

Plan to Monitor Progress Toward G2. 8

Journey observations will increase in effectiveness. There will be a decreased need of the coaching cycle as seen during classroom observations as teacher effectiveness improves.

Person Responsible

Nadia Lewis

Schedule

Monthly, from 8/29/2016 to 5/1/2017

Evidence of Completion

Administrative observations along with leadership notes discussing data from teachers who have participated in the professional learning activities.

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. Through the implementation of our Positive Behavior System and the introduction of the CHAMPS program, a safe and orderly environment will be provided with classroom disruptions lowered and attendance increased. **1**

 **G087472**

G1.B2 New teachers **2**

 **B232492**

G1.B2.S2 As new teachers join the staff PBS and CHAMPS training will be given as part of their introduction to the school by the Dean. **4**

 **S245409**

Strategy Rationale

Teachers who are trained and able to implement CHAMPS and PBS will be able to have a high level of classroom management.

Action Step 1 **5**

The Dean will meet with new teachers and teachers who need additional support to provide CHAMPS training.

Person Responsible

Lindsay Renesca

Schedule

On 6/2/2017

Evidence of Completion

Sign in sheets from the training and observations of teacher implementation.

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

New teachers will be given a "New Teacher Orientation" check sheet to assure they are getting all the information needed to be successful in CHAMPS and other areas.

Person Responsible

Nadia Lewis

Schedule

On 6/2/2017

Evidence of Completion

New Teacher Orientation check sheets.

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

New Teacher Orientation check sheets and student discipline referrals will be reviewed to assure teachers are effectively implementing CHAMPS.

Person Responsible

Lindsay Renesca

Schedule

Monthly, from 8/29/2016 to 6/2/2017

Evidence of Completion

New Teacher Orientation check sheets and student discipline records from Genesis.

G2. Teachers will use research based strategies to deliver state standards while providing highly engaging instruction in Math, Science, and English Language Arts lessons to increase student achievement. 1

G087473

G2.B1 A high number of new and non-certified teachers in classes make it difficult to ensure that students are receiving engaging standards based instruction in all subjects. 2

B232494

G2.B1.S1 Implement the coaching cycle with new and non-certified teachers. 4

S245410

Strategy Rationale

It will provide teachers a model of good planning and instruction with support.

Action Step 1 5

Implement the coaching cycle in reading with new and non-certified teachers.

Person Responsible

Jennifer Glasgow

Schedule

Semiannually, from 8/29/2016 to 5/1/2017

Evidence of Completion

Coaches log showing dates of meetings and modelings.

Action Step 2 5

Implement the coaching cycle in math with new and non-certified teachers.

Person Responsible

Cindy Beasley

Schedule

Semiannually, from 8/29/2016 to 5/1/2017

Evidence of Completion

Coaches log showing dated of meetings and modelings.

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

Review of the coaching logs and observation of lesson modeling, gradual release and teacher lead instruction.

Person Responsible

Nadia Lewis

Schedule

Monthly, from 8/29/2016 to 5/1/2017

Evidence of Completion

Journey observational documents and coaching logs.

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

Classroom observations and lesson plan evidence.

Person Responsible

Nadia Lewis

Schedule

Monthly, from 8/29/2016 to 5/1/2017

Evidence of Completion

Lesson plans and journey observation documentation.

G2.B1.S2 Go through the Lesson Study cycle with new and non-certified teachers. 4

 S245411

Strategy Rationale

Lesson Study will provide teachers with a model of good planning and instructional with support.

Action Step 1 5

Implement the Lesson Study in reading with new and non-certified teachers.

Person Responsible

Jennifer Glasgow

Schedule

On 5/1/2017

Evidence of Completion

Action Step 2 5

Implement the Lesson Study in math with new and non-certified teachers.

Person Responsible

Cindy Beasley

Schedule

On 5/1/2017

Evidence of Completion

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

Review of the coaching logs and observation of lesson study lessons and teacher lead instruction.

Person Responsible

Nadia Lewis

Schedule

On 5/1/2017

Evidence of Completion

Administrative observations along with leadership notes discussing data from teachers who have participated in the professional learning activities.

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

Classroom observations and lesson plan evidence.

Person Responsible

Nadia Lewis

Schedule

On 5/1/2017

Evidence of Completion

Lesson plans and Journey observation documentation.

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

Journey observations will increase in effectiveness. There will be a decreased need of the coaching cycle as seen during classroom observations as teacher effectiveness improves.

Person Responsible

Nadia Lewis

Schedule

On 5/1/2017

Evidence of Completion

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					
G2.MA1 M330764	Journey observations will increase in effectiveness. There will be a decreased need of the coaching...	Lewis, Nadia	8/29/2016	Administrative observations along with leadership notes discussing data from teachers who have participated in the professional learning activities.	5/1/2017 monthly
G2.B1.S1.MA1 M330759	Classroom observations and lesson plan evidence.	Lewis, Nadia	8/29/2016	Lesson plans and journey observation documentation.	5/1/2017 monthly
G2.B1.S1.MA1 M330760	Review of the coaching logs and observation of lesson modeling, gradual release and teacher lead...	Lewis, Nadia	8/29/2016	Journey observational documents and coaching logs.	5/1/2017 monthly
G2.B1.S1.A1 A317705	Implement the coaching cycle in reading with new and non-certified teachers.	Glasgow, Jennifer	8/29/2016	Coaches log showing dates of meetings and modelings.	5/1/2017 semiannually
G2.B1.S1.A2 A317706	Implement the coaching cycle in math with new and non-certified teachers.	Beasley, Cindy	8/29/2016	Coaches log showing dated of meetings and modelings.	5/1/2017 semiannually
G2.B1.S2.MA1 M330761	Classroom observations and lesson plan evidence.	Lewis, Nadia	8/29/2016	Lesson plans and Journey observation documentation.	5/1/2017 one-time
G2.B1.S2.MA1 M330762	Journey observations will increase in effectiveness. There will be a decreased need of the coaching...	Lewis, Nadia	8/29/2016		5/1/2017 one-time
G2.B1.S2.MA1 M330763	Review of the coaching logs and observation of lesson study lessons and teacher lead instruction.	Lewis, Nadia	8/29/2016	Administrative observations along with leadership notes discussing data from teachers who have participated in the professional learning activities.	5/1/2017 one-time
G2.B1.S2.A1 A317707	Implement the Lesson Study in reading with new and non-certified teachers.	Glasgow, Jennifer	8/29/2016		5/1/2017 one-time
G2.B1.S2.A2 A317708	Implement the Lesson Study in math with new and non-certified teachers.	Beasley, Cindy	8/29/2016		5/1/2017 one-time
G1.MA1 M330757	Students discipline reports from Genesis will be disaggregated by teacher, type, location and time.	Renesca, Lindsay	8/29/2016	Student discipline records from Genesis.	6/2/2017 monthly
G1.MA1 M330758	Students discipline reports from Genesis will be disaggregated by teacher, type, location and time.		8/29/2016	Student discipline records from Genesis.	6/2/2017 monthly
G1.B2.S2.MA1 M330755	New Teacher Orientation check sheets and student discipline referrals will be reviewed to assure...	Renesca, Lindsay	8/29/2016	New Teacher Orientation check sheets and student discipline records from Genesis.	6/2/2017 monthly
G1.B2.S2.MA1 M330756	New teachers will be given a "New Teacher Orientation" check sheet to assure they are getting all...	Lewis, Nadia	8/29/2016	New Teacher Orientation check sheets.	6/2/2017 one-time
G1.B2.S2.A1 A317704	The Dean will meet with new teachers and teachers who need additional support to provide CHAMPS...	Renesca, Lindsay	8/29/2016	Sign in sheets from the training and observations of teacher implementation.	6/2/2017 one-time

V. Professional Development Opportunities

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

G1. Through the implementation of our Positive Behavior System and the introduction of the CHAMPS program, a safe and orderly environment will be provided with classroom disruptions lowered and attendance increased.

G1.B2 New teachers

G1.B2.S2 As new teachers join the staff PBS and CHAMPS training will be given as part of their introduction to the school by the Dean.

PD Opportunity 1

The Dean will meet with new teachers and teachers who need additional support to provide CHAMPS training.

Facilitator

Lindsay Selby

Participants

New teachers and teachers who need additional support with the implementation of CHAMPS.

Schedule

On 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.B2.S2.A1	The Dean will meet with new teachers and teachers who need additional support to provide CHAMPS training.	\$0.00
2	G2.B1.S1.A1	Implement the coaching cycle in reading with new and non-certified teachers.	\$0.00
3	G2.B1.S1.A2	Implement the coaching cycle in math with new and non-certified teachers.	\$0.00
4	G2.B1.S2.A1	Implement the Lesson Study in reading with new and non-certified teachers.	\$0.00
5	G2.B1.S2.A2	Implement the Lesson Study in math with new and non-certified teachers.	\$0.00
Total:			\$0.00