Orange County Public Schools

Columbia Elementary

2017-18 Schoolwide Improvement Plan

Columbia Elementary

18501 CYPRESS LAKE GLEN BLVD, Orlando, FL 32820

https://columbiaes.ocps.net/

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	63%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	44%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	B	A*	A

**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 Orange 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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Columbia Elementary

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

To lead our students to success with the support and involvement of families and the community

b. Provide the school's vision statement.

To be the top producer of successful students in the nation

2. School Environment

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

Teachers review student data including academic, attendance trends and socio-economic needs prior to the start of school. By understanding the students' needs, teachers can better serve and educate their students as well as offering a safe and understanding classroom environment. Staff pair up with academically challenged and insecure students to forge a relationship by meeting weekly and reviewing academic and personal goals. The Best Practices for Inclusive Education (BPIE) assessment with 34 indicators aided the school through the illumination of those practices that were in place as well as those that were not. The BPIE allowed for greater understanding which led to the shoring up of the multi-tiered system of support (MTSS).

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

Code of Conduct is shared through the classrooms at the start of every nine weeks. Staff members are visible and accessible to students before, during and after school. The environment that permeates Columbia is one of respect and safety. Adults are caring and the students know that they may seek guidance. Systems are in place where students may receive additional support through guidance and counseling services. Extended Day services are available for all students which provides structure for physical activity and homework support.

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.

Columbia utilizes the STAR (Students That Act Responsibly) behavioral system. The STAR system teaches students not only what the rules are, but how to follow them. Once appropriate behavior has been taught then positive reinforcement is used to continue the desired performance. All employees and students are familiarized each year with this system.

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.

Individual and group counseling is provided by the guidance counselor as well as SEDNET agencies such as Lakeside, Kinder Consulting and Behavior Services. Character education is provided through morning news, classroom presentations, book talks and a monthly newsletter. The guidance counselor and media specialist work hand in hand to ensure that students receive this information. Individual students are recognized monthly for demonstrating the chosen character trait of the month.

Parents and the community are invited to join the recognition program that promotes positive character traits. BPIE-Best Practices for Inclusive Education- is used to identify learning opportunities and resources for students with disabilities and shared with stakeholders.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

The STAR (Students That Act Responsibly) system promotes positive behaviors. For situations that go beyond the realm of the STARS as with attendance and discipline, administrators follow through with student conferences prior to exacting consequences. These student conferences offer time and conversations for students to gain an understanding of making better choices. The student conferences are followed by parent contact where parental support of the consequences is to be gained. Through admin-teacher conferences as well as the MTSS process, attendance, behavior, and grades are discussed. Then action plans for individual students are developed. Indicator 20 of the Best Practices for Inclusive Education (BPIE) focuses on multi-tiered system of student supports (MTSS) and assists with the formation of Tier II and Tier III strategies.

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	18	24	17	15	18	24	0	0	0	0	0	0	0	116
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	3	10	5	17	4	19	0	0	0	0	0	0	0	58
Level 1 on statewide assessment	0	0	0	11	11	23	0	0	0	0	0	0	0	45

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	3	5	3	8	3	13	0	0	0	0	0	0	0	35

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

MTSS Tier Two Interventions include: Classroom behavior plans, 30 additional minutes of intervention instruction daily.

MTSS Tier Three Interventions include: Individual student behavior plans, additional 10 minutes of targeted instruction based on skill deficit.

Students will be using iReady to improve skills in both reading and math based on early warning system indicators. Students are also assigned small group instruction led by resource staff four days a week for 40 minute sessions.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

Communication is paramount when enlisting and increasing parent and community involvement. Prior to the start of the school year, a Stellar Customer Service (SCS) Plan is developed and/or reviewed with a focus on the registration process. The SCS plan incorporated steps to clarify and correct communication as well as streamlining the steps in the registration process by providing computer access to potential parents. The PTA and SAC are other strong avenues that build the relationships and offer a bridge of communication to the community. "Meet the Teacher" and the "Boo Hoo Breakfast" offer parents the time to connect with the school and staff. Other ways Columbia ES connects with the parents and community include: Parent/Student Handbook, ProgressBook and Progress Reports, Report Card Conference Night, Announcements on the Marquee, School Messenger phone calls, Extended Day, Open House, Quarterly Newsletter, and Parent-Teacher Conferences.

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.

Partners in Education along with PTA have been generous this school year. Lunches and chocolate treats were supplied to the teachers during preplanning. School supplies have been donated by different groups in our community. Our PTA President, Jeannette Borman, is extremely proficient in outreach services. They have multiple contacts and garner supplies to support the school and achievement both academic and behavioral needs of our students.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Pritts, Matthew	Principal
Barbour, Debra	Dean
Pressy, Robyn	Instructional Media
Sealey, Melissa	Instructional Coach
Minger, Nicole	School Counselor
Rosa, Arlene	Other

b. Duties

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

Matthew Pritts, Principal, and Melissa Sealey, CRT, will oversee the scheduling and implementation of monthly MTSS meetings with teachers at every grade level. They will conduct frequent classroom walkthroughs and observations to monitor fidelity and cohesiveness within teams. Melissa Sealey, CRT/MTSS Coach, will participate with all monthly MTSS meetings, review progress monitoring data as well as conduct observations and coaching with instructional staff. She will also lead teams with common assessments and unit planning. Melissa Sealey, Arlene Rosa, CCT/Resource, and Robyn Pressy, Media Specialist, will assist teachers in providing supplemental activities, interventions and support to children who are not showing adequate growth based on progress monitoring data. They will conduct classroom observations and coaching to instructional staff. Debbie Barbour, Staffing Specialist will initiate Educational Planning Team meetings when student data is not reflecting adequate growth. Debbie Barbour, and Nicole Minger, Guidance Counselor, will support teachers and students who may need assistance with behavioral structures, plans and interventions. Nicole Minger will also provide character education lessons for classrooms throughout the school year. All Leadership team members will actively be involved with monthly MTSS meetings. Members of the leadership team will meet weekly to discuss strengths, needs, and any upcoming events.

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.

Monthly MTSS meetings will be conducted in grades K-5 to review and discuss student performance within Tier 1, Tier 2 and Tier 3 intervention support levels. Specific attention will focus on progress monitoring data, implementation of both CORE and intervention curriculum along with the type of learning environment within each classroom setting for each low performing student. Grade level data, classroom data and individual student data will be analyzed and compared in an effort to align appropriate interventions and supports required for the bottom 30% of each grade level.

Title II funds will be used to support teacher training and implementation of the Journeys and Go Math curriculum.

SAI funds will be used for the Before/After school tutoring program.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Matthew Pritts	Principal
Milanie Rodriguez	Parent
Sheila Okolue	Teacher
Kristin Michalski	Education Support Employee
Libby Bourgeois	Teacher
Veronica Diaz	Parent
Arela Lachelle	Parent
Dee Kusimo	Parent
Marilyn Pantoja	Parent
Walberto Martir	Parent
Sarah White	Parent
Tanin Teston	Business/Community
Jaime Young	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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

SAC reviewed performance data from the 2016/17 school year to determine growth for the school. Data was shared in key content areas that include: Reading, Math, Writing, and Science. SAC discussed areas of improvement and areas that showed limited growth. Data that was shared included: surveys, IReady results, FSA results, MAPS results, and Common Assessment outcomes.

b. Development of this school improvement plan

SAC is involved in looking at barriers as well as strategies to assist our students within our school community. School Performance data is shared in all content areas: Reading, Math, Writing, and Science. Based on the data, we explore possible barriers of low performance areas. Based on the barriers, we look for strategies at the school/classroom level that can assist our goal of reaching specific students (based on performance data).

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

School enrollment numbers were shared along with class size instructional needs based on historical enrollment numbers. Personnel to support our student numbers and individual needs is the primary focus of the budget. SAC's focus is to provide a consistent atmosphere for students based on our unique school environment.

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

School Tutoring Program: The tutoring program supports 3rd-5th Grade Reading and Math and includes PM bus transportation for students. The teacher pay for all AM/PM Groups (October-March) is $1200.00. School Improvement Funds also supplement our SAI Funds for Level 1 & 2 ELA support.

Note: School Improvement funds used to supplement other tutoring funds to support additional students occurs as well..

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
Pritts, Matthew	Principal
Sealey, Melissa	Instructional Coach
Rosa, Arlene	Other
Trippe, Tricia	Teacher, K-12
Kamptner Young, Kimberly	Teacher, K-12
Cortez, Maria	Teacher, K-12
Planeta, Laurie	Teacher, K-12
Gamboa, Elianne	Teacher, K-12
Capozza, Jennifer	Teacher, K-12

b. Duties

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

The teachers and staff work towards increasing students' reading and comprehension skills. We will focus on higher order reasoning skills, fluency, vocabulary, and comprehension with a variety of resources. The team will share strategies to integrate a variety of texts to assure text complexity at each grade level. Teachers will share ideas used to assist students reach on grade level performance.The LLT will participate in the DPLC and then will share the information gained with their grade level teams.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

Systems have been set in place to encourage building relationships and promoting an environment in which sharing takes place. Building on last year's focus, collaboration within the teams occurs around common planning time for each grade level. Common planning is where PLC's, MTSS and Data Analysis Planning can occur. Additionally, deliberate practice as well as professional development will be focused upon with the support of teacher leaders.

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

Maintain all components of Great Beginning training and OCPS beginning teacher program- Instructional Coach, Melissa Sealey

Assign experienced mentors to beginning teachers- Matthew Pritts, Principal and Melissa Sealey, Instructional Coach

Professional Development provided throughout the school on and off site- Matthew Pritts Principal; Melissa Sealey, CRT; Arlene Rosa, CCT/Resource; Debbie Barbour, Staffing

MTSS and Data Meetings- Matthew Pritts, Melissa Sealey- CRT, Debbie Barbour- Staffing, Arlene Rosa- CCT/Resource

iObservation overview training- Matthew Pritts, Principal;

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

Currently, Columbia Elementary has 0 new teachers for the 2017-18 school year.

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 district has a rigorous adoption process that analyzes the correlation between core program materials and the Florida Standards. Core instructional resources are provided on the Instructional Management System (IMS) and are aligned to the Florida Standards. All schools are expected to utilize the standards-based resources during daily instruction.

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.

Students are assessed at the beginning of the year using iReady and common assessments. The data is analyzed to determine the need of Tier II interventions. While all students receive Core instruction as their Tier I, students that are performing below expectation will also receive 30 extra minutes of Tier II support. Monthly and bi-monthly progress monitoring by the MTSS committee determines the need for further interventions. Students showing a need will also receive an additional 10-15 minutes daily of targeted support as their Tier III intervention. Tier III students will be progress monitored weekly and adjustments to interventions will be made as needed. This scaffolded approach is to ensure that all students are successful. Students with an IEP will receive ESE support outside of the regular education classroom. Utilizing the Best Practices for Inclusive Education (BPIE) enables the school to determine needs and identify strategies which then can be incorporated into Tier II and Tier III interventions. Indicator 20 of the BPIE specifically focuses on multi-tiered system of student supports (MTSS).

Non-proficient students in the area of reading for grades 3-5 will be invited to participate in before/ after school tutoring program.

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

Strategy: Extended School Day
Minutes added to school year: 1,800

Students who have been identified as non-proficient in reading or math are invited to before/after school tutoring. Students will use Florida Ready Materials.

Strategy Rationale

Tutoring will act as an intervention to scaffold the learning of students in the area(s) of reading and math. Tutoring will occur from September to April.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Sealey, Melissa, melissa.sealey@ocps.net

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

Data collection will occur each month. Teachers will monitor individual groups by having tracking sheets for tutoring groups. An instructional group will be made for each grade of tutoring and will be monitored by the CRT.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

Columbia Elementary offers half day Voluntary Pre-Kindergarten classes to children who are four years old in the community. One week prior to the school's start date, the students' assigned teachers call to welcome them to kindergarten and invite them to a special "Meet Your Teacher" event. This event is reserved for Pre-K and kindergarten students only. It gives them an opportunity to meet their teacher and see their classroom without a large crowd.

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.

In order to advance awareness in college and career information; Project Lead the Way, Teach-In, College Day, and STEM activities will be utilized. College Days will be used to further increase student attentiveness towards colleges and schools found within universities. College Days will be scheduled by the Leadership Team to occur quarterly. A specific university will be chosen to coincide with college day. Then students will be elicited to research a few of the different colleges housed by the selected university. Teach-In will support a growing student appreciation of careers and professional development for teachers in the area of STEM. Teach-In will also promote ideas of careers in science, technology, engineering and mathematics.

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

National Honor Society was implemented last year at Columbia Elementary to reward students who demonstrate exceptional work ethic and academics. In further strengthening the concept of civic duties, Student Council plays a major role at Columbia Elementary School by providing an environment which helps students to better understand platforms and voting.

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

We will provide our students with study skills through "college ready": techniques such as goal setting and tracking, note taking and organizational academic notebooks will be used to scaffold student learning and progress toward more rigorous coursework. The integration of STEM activities will be encouraged in the science core curriculum through professional development opportunities for teachers. Project Lead the Way will be implemented in our second grade classes that focuses on STEM and technology.

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.

Columbia utilizes tutoring to scaffold the learning for students not on grade level in reading and math. We also have established intervention times for each grade level to remediate students.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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.

Columbia Elementary data points reflect strength in proficiency levels in key content areas such as reading, math, and science. Learning gains with our lowest 25% of students were below expectation in both ELA and Math. Math learning gains in the lowest 25% were 61% and ELA gains were 41% with the same group.

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"Â? 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.

Based on school data, we have determined that student growth is happening, but not as quickly as needed to meet learning gain expectations. We determined that this is due to the quality/fidelity of intervention instruction. Our absenteeism also plays a role in the lack of sufficient growth in the lowest 25% of students.

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. Increase ELA and Math Learning Gains in all Subgroups. (Division Priority: Narrow the achievement gaps)

G2. Increase ELA and Mathematics learning gains in the lowest 25%. (Division Priority: Narrow the achievement gaps)

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. Increase ELA and Math Learning Gains in all Subgroups. (Division Priority: Narrow the achievement gaps) 1a

G095301

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	70.0
Math Gains	78.0

Targeted Barriers to Achieving the Goal 3

- Lack of intensity and rigor within the core curriculum
- Lack of collaborative planning sessions

Resources Available to Help Reduce or Eliminate the Barriers 2

- Journeys Curriculum Go Math Instructional Rounds Planning Sessions with Instructional Support (Rosa and Sealey) Coaching observations Data Chats District PLC's for Text Complexity Performance Coach/Motivation Reading IMS Curriculum Support/Pacing Technology: SMARTBoards, PC's, Software, Safari Montage Performance Matters iReady-Standards Mastery and Growth Monitoring

Plan to Monitor Progress Toward G1. 8

Performance data meetings

Person Responsible
Matthew Pritts

Schedule
Monthly, from 9/18/2017 to 3/23/2018

Evidence of Completion
Common Assessment Data iReady Data FSA Data Academic Notebook Samples

G2. Increase ELA and Mathematics learning gains in the lowest 25%. (Division Priority: Narrow the achievement gaps) 1a

G095302

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	65.0
Math Lowest 25% Gains	70.0

Targeted Barriers to Achieving the Goal 3

- Lack of common planning time designated for PLC meetings and unit planning.
- Lack of training and experience deconstructing standards and developing team expectations.

Resources Available to Help Reduce or Eliminate the Barriers 2

- IMS curriculum support and pacing PLC note form Computers Unit Plan Template iReady

Plan to Monitor Progress Toward G2. 8

Performance Data Meetings

Person Responsible
Matthew Pritts

Schedule
Monthly, from 9/11/2017 to 5/4/2018

Evidence of Completion
Common Assessment Student Data iReady Data MAPS Data FSA 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

1 = Problem Solving Step S123456 = Quick Key

G1. Increase ELA and Math Learning Gains in all Subgroups. (Division Priority: Narrow the achievement gaps) 1

G095301

G1.B1 Lack of intensity and rigor within the core curriculum 2

B256542

G1.B1.S1 Schedule frequent MTSS meetings to discuss reading enrichment and interventions. 4

S271320

Strategy Rationale

To monitor student performance and provide coaching for teachers in assisting their students.

Action Step 1 5

Schedule frequent one on one or small group MTSS Meetings to discuss individual student needs and performance.

Person Responsible

Melissa Sealey

Schedule

Monthly, from 9/7/2017 to 5/10/2018

Evidence of Completion

MTSS Documentation Forms/Notes and MTSS schedule

Action Step 2 5

iReady Professional Development

Person Responsible

Melissa Sealey

Schedule

Quarterly, from 8/11/2017 to 4/13/2018

Evidence of Completion

iReady reports, MTSS notes, PD Agendas'

Action Step 3 5

Professional Development focused on standards based tasks based on focus calendar.

Person Responsible

Melissa Sealey

Schedule

Monthly, from 9/6/2017 to 4/25/2018

Evidence of Completion

Sign in sheets, agendas

Action Step 4 5

Develop academic notebooks in key content areas to represent grade level standard tasks.

Person Responsible

Matthew Pritts

Schedule

Monthly, from 8/16/2017 to 3/28/2018

Evidence of Completion

Student Academic Notebook Samples PD/PLC Discussion on Academic Notebooks

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

Observe/Participate in MTSS Meetings

Person Responsible

Matthew Pritts

Schedule

Monthly, from 9/7/2017 to 5/10/2018

Evidence of Completion

MTSS Documentation/Notes

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

Establish data meeting schedule to include Academic Notebook reflection.

Person Responsible

Matthew Pritts

Schedule

Quarterly, from 10/2/2017 to 4/27/2018

Evidence of Completion

Student Academic Notebook Data Meeting Schedule

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

Compare data growth and teacher feedback based on instructional enrichment/interventions.

Person Responsible

Melissa Sealey

Schedule

Monthly, from 9/7/2017 to 5/10/2018

Evidence of Completion

Growth of achievement on iReady and Common Assessments

G1.B1.S2 Professional development on the new CRM's 4

S271321

Strategy Rationale

Teachers will be better prepared to teach to the depth of the standard.

Action Step 1 5

Provide professional development and support to teams as they plan Instructional Focus Calendars.

Person Responsible

Arlene Rosa

Schedule

Weekly, from 8/7/2017 to 4/27/2018

Evidence of Completion

Sign In Sheets and Focus Calendars

Action Step 2 5

Weekly coaching on development of rigorous tasks and assessments that meet grade level standards.

Person Responsible

Melissa Sealey

Schedule

Weekly, from 8/7/2017 to 4/27/2018

Evidence of Completion

Unit Plans

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

Leadership team will join weekly team planning sessions

Person Responsible

Arlene Rosa

Schedule

On 4/24/2018

Evidence of Completion

Data PLC Notes

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

IReady Standards Mastery

Person Responsible

Melissa Sealey

Schedule

Monthly, from 9/18/2017 to 5/24/2018

Evidence of Completion

Standards Mastery Scores

G1.B2 Lack of collaborative planning sessions 2

B256543

G1.B2.S1 Develop a systematic approach to provide collaborative team planning 4

S271322

Strategy Rationale

To embed a collaborative culture of team planning that is consistent and standard-based.

Action Step 1 5

Develop a weekly school-wide coaching schedule focused on team collaboration and planning.

Person Responsible

Matthew Pritts

Schedule

Weekly, from 8/15/2017 to 5/15/2018

Evidence of Completion

School-wide schedule

Action Step 2 5

Implement instructional rounds for grade levels based on DPLC and school PLC goals and targets.

Person Responsible

Matthew Pritts

Schedule

Monthly, from 9/11/2017 to 4/6/2018

Evidence of Completion

Instructional Rounds Discussion Sheet

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

Observe/Participate in team planning sessions

Person Responsible

Matthew Pritts

Schedule

Monthly, from 8/15/2017 to 5/8/2018

Evidence of Completion

Team Binders

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

Observation feedback and common assessment data

Person Responsible

Matthew Pritts

Schedule

Monthly, from 10/2/2017 to 4/6/2018

Evidence of Completion

Student data spreadsheets

G1.B2.S2 Implement district PLC plan 4

S271323

Strategy Rationale

Teachers will collaborate to implement the district action plan on text complexity.

Action Step 1 5

Literacy team will meet to create goals that focus on close reading strategies based on DPLC information.

Person Responsible

Matthew Pritts

Schedule

Every 6 Weeks, from 9/4/2017 to 4/27/2018

Evidence of Completion

PLC agendas

Action Step 2 5

Literacy team will collaborate with district cluster schools and DPLC.

Person Responsible

Matthew Pritts

Schedule

Every 6 Weeks, from 9/4/2017 to 4/27/2018

Evidence of Completion

District agenda

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

Literacy team will return to school and share DPLC notes and expectations with grade level teams

Person Responsible

Matthew Pritts

Schedule

Every 6 Weeks, from 9/4/2017 to 4/27/2018

Evidence of Completion

PLC agendas and student/teacher artifacts

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

Coaching observations on implementation of the action plan.

Person Responsible

Melissa Sealey

Schedule

Every 6 Weeks, from 9/4/2017 to 4/27/2018

Evidence of Completion

Complex text data

G2. Increase ELA and Mathematics learning gains in the lowest 25%. (Division Priority: Narrow the achievement gaps) 1

G095302

G2.B1 Lack of common planning time designated for PLC meetings and unit planning. 2

B256544

G2.B1.S1 Provide professional development and support for the creation of grade level instructional focus calendars k-5. 4

S271324

Strategy Rationale

To support the district scope and sequence while building capacity at each grade level.

Action Step 1 5

Develop grade level instructional focus calendar with IMS Support and CRM's.

Person Responsible

Melissa Sealey

Schedule

Quarterly, from 8/7/2017 to 3/23/2018

Evidence of Completion

Instructional Focus Calendars K-5 Unit Lesson Plans Common Assessment data

Action Step 2 5

Provide coaching during scheduled Tuesday team planning meetings

Person Responsible

Melissa Sealey

Schedule

Weekly, from 8/7/2017 to 3/23/2018

Evidence of Completion

Instructional Focus Calendars K-5 Unit Lesson Plans Academic Notebooks

Action Step 3 5

Provide data presentation with PowerPoint and iReady updates on all student group performance.

Person Responsible

Matthew Pritts

Schedule

Quarterly, from 9/4/2017 to 3/23/2018

Evidence of Completion

iReady Reports PowerPoint Presentation

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

Classroom informal observations to ensure that each grade level is working within the pacing guides.

Person Responsible

Matthew Pritts

Schedule

Monthly, from 8/28/2017 to 3/30/2018

Evidence of Completion

Lesson Plans Classroom observations

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

PLC's to evaluate student performance based on curriculum pacing by grade level

Person Responsible

Matthew Pritts

Schedule

Monthly, from 8/29/2017 to 5/22/2018

Evidence of Completion

PLC Notes Revised Focus Calendars iReady Performance Common Assessment Data

G2.B1.S2 Systematically schedule PLC meetings and planning days. 4

S271325

Strategy Rationale

To culturally embed grade level unit planning and data analysis.

Action Step 1 5

Schedule weekly team planning meetings

Person Responsible

Matthew Pritts

Schedule

Monthly, from 9/11/2017 to 5/21/2018

Evidence of Completion

Agendas Unit Plans

Action Step 2 5

Schedule monthly PLC meetings and weekly common planning.

Person Responsible

Matthew Pritts

Schedule

Every 3 Weeks, from 9/18/2017 to 4/23/2018

Evidence of Completion

PLC notes

Action Step 3 5

Provide Lesson Plan Feedback to teams based on standards based instruction and the inclusion of DPLC goals.

Person Responsible

Melissa Sealey

Schedule

Monthly, from 9/18/2017 to 4/23/2018

Evidence of Completion

Copy of Feedback forms Lessons on Sharepoint

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

Observe and participate in PLC meetings

Person Responsible

Matthew Pritts

Schedule

Monthly, from 9/11/2017 to 5/21/2018

Evidence of Completion

PLC Notes

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

PLC's to evaluate student performance data

Person Responsible

Matthew Pritts

Schedule

Every 6 Weeks, from 10/2/2017 to 4/27/2018

Evidence of Completion

PLC notes along with student data by teacher and grade level

G2.B2 Lack of training and experience deconstructing standards and developing team expectations. 2

B256545

G2.B2.S1 PD using IMS to deconstruct standards during grade level PLC's 4

S271326

Strategy Rationale

Teachers will learn how to effectively teach a standard and utilize learning progressions.

Action Step 1 5

Grade levels will use IMS to identify unit standards and work together to deconstruct them.

Person Responsible

Melissa Sealey

Schedule

Weekly, from 8/23/2017 to 4/24/2018

Evidence of Completion

Lesson plans with standards deconstructed and prior knowledge

Action Step 2 5

Create a unit plan that meets the rigor of all parts of the standard and focuses on text complexity.

Person Responsible

Melissa Sealey

Schedule

Weekly, from 8/29/2017 to 4/24/2018

Evidence of Completion

Unit Plan

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

Leadership team will attend PLC meetings.

Person Responsible

Arlene Rosa

Schedule

Weekly, from 8/8/2017 to 5/22/2018

Evidence of Completion

PLC Notes, Unit Plans

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

Classroom Informal Observations

Person Responsible

Arlene Rosa

Schedule

Weekly, from 8/8/2017 to 4/24/2018

Evidence of Completion

Common Assessment Data

G2.B2.S2 Book Study on GRIT for selected grade level teams. 4

S271327

Strategy Rationale

It will increase teacher expectations for all students.

Action Step 1 5

Participate in GRIT book study

Person Responsible

Debra Barbour

Schedule

Biweekly, from 9/27/2017 to 12/20/2017

Evidence of Completion

Student proficiency data on common assessments and IReady

Action Step 2 5

Create and implement an action plan that focuses on student long term goals.

Person Responsible

Debra Barbour

Schedule

Monthly, from 10/11/2017 to 4/25/2018

Evidence of Completion

IReady Growth Monitoring and Action Plan

Action Step 3 5

Share information with culturally responsive schools: data and expectations for all

Person Responsible

Matthew Pritts

Schedule

Quarterly, from 9/4/2017 to 5/25/2018

Evidence of Completion

Agenda's and Subgroup Academic Data

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

Attend grade level meeting for book study

Person Responsible

Matthew Pritts

Schedule

Monthly, from 10/2/2017 to 3/30/2018

Evidence of Completion

Action Plans

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

MTSS Meeting to focus on subgroups

Person Responsible

Melissa Sealey

Schedule

Monthly, from 10/5/2017 to 5/17/2018

Evidence of Completion

All student data should be increasing, MTSS notes

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
		2018			
G2.B2.S2.A1 A363746	Participate in GRIT book study	Barbour, Debra	9/27/2017	Student proficiency data on common assessments and IReady	12/20/2017 biweekly
G1.MA1 M388796	Performance data meetings	Pritts, Matthew	9/18/2017	Common Assessment Data iReady Data FSA Data Academic Notebook Samples	3/23/2018 monthly
G2.B1.S1.A1 A363738	Develop grade level instructional focus calendar with IMS Support and CRM's.	Sealey, Melissa	8/7/2017	Instructional Focus Calendars K-5 Unit Lesson Plans Common Assessment data	3/23/2018 quarterly
G2.B1.S1.A2 A363739	Provide coaching during scheduled Tuesday team planning meetings	Sealey, Melissa	8/7/2017	Instructional Focus Calendars K-5 Unit Lesson Plans Academic Notebooks	3/23/2018 weekly
G2.B1.S1.A3 A363740	Provide data presentation with PowerPoint and iReady updates on all student group performance.	Pritts, Matthew	9/4/2017	iReady Reports PowerPoint Presentation	3/23/2018 quarterly
G1.B1.S1.A4 A363731	Develop academic notebooks in key content areas to represent grade level standard tasks.	Pritts, Matthew	8/16/2017	Student Academic Notebook Samples PD/PLC Discussion on Academic Notebooks	3/28/2018 monthly
G2.B1.S1.MA1 M388798	Classroom informal observations to ensure that each grade level is working within the pacing...	Pritts, Matthew	8/28/2017	Lesson Plans Classroom observations	3/30/2018 monthly
G2.B2.S2.MA1 M388804	Attend grade level meeting for book study	Pritts, Matthew	10/2/2017	Action Plans	3/30/2018 monthly
G1.B2.S1.MA1 M388792	Observation feedback and common assessment data	Pritts, Matthew	10/2/2017	Student data spreadsheets	4/6/2018 monthly
G1.B2.S1.A2 A363735	Implement instructional rounds for grade levels based on DPLC and school PLC goals and targets.	Pritts, Matthew	9/11/2017	Instructional Rounds Discussion Sheet	4/6/2018 monthly
G1.B1.S1.A2 A363729	iReady Professional Development	Sealey, Melissa	8/11/2017	iReady reports, MTSS notes, PD Agendas'	4/13/2018 quarterly
G2.B1.S2.A2 A363742	Schedule monthly PLC meetings and weekly common planning.	Pritts, Matthew	9/18/2017	PLC notes	4/23/2018 every-3-weeks
G2.B1.S2.A3 A363743	Provide Lesson Plan Feedback to teams based on standards based instruction and the inclusion of...	Sealey, Melissa	9/18/2017	Copy of Feedback forms Lessons on Sharepoint	4/23/2018 monthly
G2.B2.S1.MA1 M388801	Classroom Informal Observations	Rosa, Arlene	8/8/2017	Common Assessment Data	4/24/2018 weekly
G2.B2.S1.A1 A363744	Grade levels will use IMS to identify unit standards and work together to deconstruct them.	Sealey, Melissa	8/23/2017	Lesson plans with standards deconstructed and prior knowledge	4/24/2018 weekly
G2.B2.S1.A2 A363745	Create a unit plan that meets the rigor of all parts of the standard and focuses on text complexity.	Sealey, Melissa	8/29/2017	Unit Plan	4/24/2018 weekly
G1.B1.S2.MA1 M388791	Leadership team will join weekly team planning sessions	Rosa, Arlene	8/8/2017	Data PLC Notes	4/24/2018 one-time
G1.B1.S1.A3 A363730	Professional Development focused on standards based tasks based on focus calendar.	Sealey, Melissa	9/6/2017	Sign in sheets, agendas	4/25/2018 monthly
G2.B2.S2.A2 A363747	Create and implement an action plan that focuses on student long term goals.	Barbour, Debra	10/11/2017	IReady Growth Monitoring and Action Plan	4/25/2018 monthly
G1.B1.S1.MA3 M388789	Establish data meeting schedule to include Academic Notebook reflection.	Pritts, Matthew	10/2/2017	Student Academic Notebook Data Meeting Schedule	4/27/2018 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S2.A1 A363732	Provide professional development and support to teams as they plan Instructional Focus Calendars.	Rosa, Arlene	8/7/2017	Sign In Sheets and Focus Calendars	4/27/2018 weekly
G1.B1.S2.A2 A363733	Weekly coaching on development of rigorous tasks and assessments that meet grade level standards.	Sealey, Melissa	8/7/2017	Unit Plans	4/27/2018 weekly
G1.B2.S2.MA1 M388794	Coaching observations on implementation of the action plan.	Sealey, Melissa	9/4/2017	Complex text data	4/27/2018 every-6-weeks
G1.B2.S2.MA1 M388795	Literacy team will return to school and share DPLC notes and expectations with grade level teams	Pritts, Matthew	9/4/2017	PLC agendas and student/teacher artifacts	4/27/2018 every-6-weeks
G1.B2.S2.A1 A363736	Literacy team will meet to create goals that focus on close reading strategies based on DPLC...	Pritts, Matthew	9/4/2017	PLC agendas	4/27/2018 every-6-weeks
G1.B2.S2.A2 A363737	Literacy team will collaborate with district cluster schools and DPLC.	Pritts, Matthew	9/4/2017	District agenda	4/27/2018 every-6-weeks
G2.B1.S2.MA1 M388799	PLC's to evaluate student performance data	Pritts, Matthew	10/2/2017	PLC notes along with student data by teacher and grade level	4/27/2018 every-6-weeks
G2.MA1 M388805	Performance Data Meetings	Pritts, Matthew	9/11/2017	Common Assessment Student Data iReady Data MAPS Data FSA Data	5/4/2018 monthly
G1.B2.S1.MA1 M388793	Observe/Participate in team planning sessions	Pritts, Matthew	8/15/2017	Team Binders	5/8/2018 monthly
G1.B1.S1.MA1 M388787	Compare data growth and teacher feedback based on instructional enrichment/interventions.	Sealey, Melissa	9/7/2017	Growth of achievement on iReady and Common Assessments	5/10/2018 monthly
G1.B1.S1.MA1 M388788	Observe/Participate in MTSS Meetings	Pritts, Matthew	9/7/2017	MTSS Documentation/Notes	5/10/2018 monthly
G1.B1.S1.A1 A363728	Schedule frequent one on one or small group MTSS Meetings to discuss individual student needs and...	Sealey, Melissa	9/7/2017	MTSS Documentation Forms/Notes and MTSS schedule	5/10/2018 monthly
G1.B2.S1.A1 A363734	Develop a weekly school-wide coaching schedule focused on team collaboration and planning.	Pritts, Matthew	8/15/2017	School-wide schedule	5/15/2018 weekly
G2.B2.S2.MA1 M388803	MTSS Meeting to focus on subgroups	Sealey, Melissa	10/5/2017	All student data should be increasing, MTSS notes	5/17/2018 monthly
G2.B1.S2.MA1 M388800	Observe and participate in PLC meetings	Pritts, Matthew	9/11/2017	PLC Notes	5/21/2018 monthly
G2.B1.S2.A1 A363741	Schedule weekly team planning meetings	Pritts, Matthew	9/11/2017	Agendas Unit Plans	5/21/2018 monthly
G2.B1.S1.MA1 M388797	PLC's to evaluate student performance based on curriculum pacing by grade level	Pritts, Matthew	8/29/2017	PLC Notes Revised Focus Calendars iReady Performance Common Assessment Data	5/22/2018 monthly
G2.B2.S1.MA1 M388802	Leadership team will attend PLC meetings.	Rosa, Arlene	8/8/2017	PLC Notes, Unit Plans	5/22/2018 weekly
G1.B1.S2.MA1 M388790	IReady Standards Mastery	Sealey, Melissa	9/18/2017	Standards Mastery Scores	5/24/2018 monthly
G2.B2.S2.A3 A363748	Share information with culturally responsive schools: data and expectations for all	Pritts, Matthew	9/4/2017	Agenda's and Subgroup Academic Data	5/25/2018 quarterly

V. Professional Development Opportunities

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

G1. Increase ELA and Math Learning Gains in all Subgroups. (Division Priority: Narrow the achievement gaps)

G1.B1 Lack of intensity and rigor within the core curriculum

G1.B1.S1 Schedule frequent MTSS meetings to discuss reading enrichment and interventions.

PD Opportunity 1

iReady Professional Development

Facilitator

Melissa Sealey, Arlene Rosa, IReady Support

Participants

Grade levels

Schedule

Quarterly, from 8/11/2017 to 4/13/2018

PD Opportunity 2

Professional Development focused on standards based tasks based on focus calendar.

Facilitator

Matthew Pritts, Melissa Sealey, Arlene Rosa

Participants

Classroom teachers

Schedule

Monthly, from 9/6/2017 to 4/25/2018

PD Opportunity 3

Develop academic notebooks in key content areas to represent grade level standard tasks.

Facilitator

Melissa Sealey, Arlene Rosa, Matt Pritts

Participants

Schedule

Monthly, from 8/16/2017 to 3/28/2018

G1.B1.S2 Professional development on the new CRM's

PD Opportunity 1

Provide professional development and support to teams as they plan Instructional Focus Calendars.

Facilitator

Arlene Rosa

Participants

Grade Level Teams

Schedule

Weekly, from 8/7/2017 to 4/27/2018

G1.B2 Lack of collaborative planning sessions

G1.B2.S1 Develop a systematic approach to provide collaborative team planning

PD Opportunity 1

Develop a weekly school-wide coaching schedule focused on team collaboration and planning.

Facilitator

Melissa Sealey and Arlene Rosa

Participants

Grade level Teachers

Schedule

Weekly, from 8/15/2017 to 5/15/2018

PD Opportunity 2

Implement instructional rounds for grade levels based on DPLC and school PLC goals and targets.

Facilitator

Arlene Rosa & Matthew Pritts

Participants

Classroom Teachers

Schedule

Monthly, from 9/11/2017 to 4/6/2018

G1.B2.S2 Implement district PLC plan

PD Opportunity 1

Literacy team will meet to create goals that focus on close reading strategies based on DPLC information.

Facilitator

District

Participants

Literacy Team

Schedule

Every 6 Weeks, from 9/4/2017 to 4/27/2018

G2. Increase ELA and Mathematics learning gains in the lowest 25%. (Division Priority: Narrow the achievement gaps)

G2.B1 Lack of common planning time designated for PLC meetings and unit planning.

G2.B1.S1 Provide professional development and support for the creation of grade level instructional focus calendars k-5.

PD Opportunity 1

Develop grade level instructional focus calendar with IMS Support and CRM's.

Facilitator

Melissa Sealey, Arlene Rosa, and Matthew Pritts

Participants

Grade Level Teachers

Schedule

Quarterly, from 8/7/2017 to 3/23/2018

PD Opportunity 2

Provide coaching during scheduled Tuesday team planning meetings

Facilitator

Melissa Sealey and Arlene Rosa

Participants

Classroom Teachers

Schedule

Weekly, from 8/7/2017 to 3/23/2018

G2.B2 Lack of training and experience deconstructing standards and developing team expectations.

G2.B2.S1 PD using IMS to deconstruct standards during grade level PLC's

PD Opportunity 1

Grade levels will use IMS to identify unit standards and work together to deconstruct them.

Facilitator

Melissa Sealey, Arlene Rosa

Participants

Grade level teams

Schedule

Weekly, from 8/23/2017 to 4/24/2018

G2.B2.S2 Book Study on GRIT for selected grade level teams.

PD Opportunity 1

Participate in GRIT book study

Facilitator

Debbie Barbour, Arlene Rosa, Melissa Sealey

Participants

grade level teams

Schedule

Biweekly, from 9/27/2017 to 12/20/2017

PD Opportunity 2

Share information with culturally responsive schools: data and expectations for all

Facilitator

Matthew pritts

Participants

Leadership Team

Schedule

Quarterly, from 9/4/2017 to 5/25/2018

VI. Technical Assistance Items

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

G2. Increase ELA and Mathematics learning gains in the lowest 25%. (Division Priority: Narrow the achievement gaps)

G2.B1 Lack of common planning time designated for PLC meetings and unit planning.

G2.B1.S1 Provide professional development and support for the creation of grade level instructional focus calendars k-5.

TA Opportunity 1

Provide data presentation with PowerPoint and iReady updates on all student group performance.

Facilitator

Melissa Sealey, Arlene Rosa, and Matthew Pritts

Participants

Grade Level Teams

Schedule

Quarterly, from 9/4/2017 to 3/23/2018

VII. Budget

1	**G1.B1.S1.A1**	**Schedule frequent one on one or small group MTSS Meetings to discuss individual student needs and performance.**				**$5,500.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5000	140-Substitute Teachers	1451 - Columbia Elementary	General Fund		$5,500.00
			Notes: Providing substitutes for MTSS conferences- cover teachers while meeting with MTSS team			
2	**G1.B1.S1.A2**	**iReady Professional Development**				**$2,200.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	1100	100-Salaries	1451 - Columbia Elementary	General Fund		$2,200.00
			Notes: Resource Teacher Salaries to design and implement PD for iReady- 5 time during year			
3	**G1.B1.S1.A3**	**Professional Development focused on standards based tasks based on focus calendar.**				**$500.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5000	140-Substitute Teachers	1451 - Columbia Elementary	General Fund		$500.00
			Notes: 4 teachers attending Gifted Matrix and enrichment training.			

4	**G1.B1.S1.A4**	**Develop academic notebooks in key content areas to represent grade level standard tasks.**				**$0.00**
5	**G1.B1.S2.A1**	**Provide professional development and support to teams as they plan Instructional Focus Calendars.**				**$10,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	1100	100-Salaries	1451 - Columbia Elementary	General Fund		$10,000.00
			Notes: Team planning w/ Resource Teacher Lead (salaries)			
6	**G1.B1.S2.A2**	**Weekly coaching on development of rigorous tasks and assessments that meet grade level standards.**				**$20,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	1100	100-Salaries	1451 - Columbia Elementary	General Fund		$20,000.00
			Notes: 1 Day per week coaching teams during planning sessions			
7	**G1.B2.S1.A1**	**Develop a weekly school-wide coaching schedule focused on team collaboration and planning.**				**$3,600.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	1100	140-Substitute Teachers	1451 - Columbia Elementary	General Fund		$3,600.00
8	**G1.B2.S1.A2**	**Implement instructional rounds for grade levels based on DPLC and school PLC goals and targets.**				**$12,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	1100	100-Salaries	1451 - Columbia Elementary	General Fund		$12,000.00
9	**G1.B2.S2.A1**	**Literacy team will meet to create goals that focus on close reading strategies based on DPLC information.**				**$8,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	1100	100-Salaries	1451 - Columbia Elementary	General Fund		$8,000.00
10	**G1.B2.S2.A2**	**Literacy team will collaborate with district cluster schools and DPLC.**				**$3,600.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	1100	140-Substitute Teachers	1451 - Columbia Elementary	General Fund		$3,600.00
11	**G2.B1.S1.A1**	**Develop grade level instructional focus calendar with IMS Support and CRM's.**				**$0.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			1451 - Columbia Elementary			$0.00
12	**G2.B1.S1.A2**	**Provide coaching during scheduled Tuesday team planning meetings**				**$15,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	1100	100-Salaries	1451 - Columbia Elementary	General Fund		$15,000.00

13	**G2.B1.S1.A3**	**Provide data presentation with PowerPoint and iReady updates on all student group performance.**				**$0.00**
14	**G2.B1.S2.A1**	**Schedule weekly team planning meetings**				**$0.00**
15	**G2.B1.S2.A2**	**Schedule monthly PLC meetings and weekly common planning.**				**$30,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5000	100-Salaries	1451 - Columbia Elementary	General Fund		$30,000.00
			Notes: Teacher salary based on 2 hours a month per teacher with PLC's			
16	**G2.B1.S2.A3**	**Provide Lesson Plan Feedback to teams based on standards based instruction and the inclusion of DPLC goals.**				**$0.00**
17	**G2.B2.S1.A1**	**Grade levels will use IMS to identify unit standards and work together to deconstruct them.**				**$12,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	1100	100-Salaries	1451 - Columbia Elementary	General Fund		$12,000.00
18	**G2.B2.S1.A2**	**Create a unit plan that meets the rigor of all parts of the standard and focuses on text complexity.**				**$0.00**
19	**G2.B2.S2.A1**	**Participate in GRIT book study**				**$500.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	1100	239-Other	1451 - Columbia Elementary	Other		$500.00
20	**G2.B2.S2.A2**	**Create and implement an action plan that focuses on student long term goals.**				**$0.00**
21	**G2.B2.S2.A3**	**Share information with culturally responsive schools: data and expectations for all**				**$500.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	1100	239-Other	1451 - Columbia Elementary	Other		$500.00
					Total:	**$123,400.00**