

Polk County Public Schools

Combee Academy Of Design And Engineering



2017-18 Schoolwide Improvement Plan

Combee Academy Of Design And Engineering

2805 MORGAN COMBEE RD, Lakeland, FL 33801

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

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	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	57%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	D	F*	F

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan 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 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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	7
Effective Leadership	8
Public and Collaborative Teaching	11
Ambitious Instruction and Learning	12
8-Step Planning and Problem Solving Implementation	15
Goals Summary	15
Goals Detail	15
Action Plan for Improvement	18
Appendix 1: Implementation Timeline	36
Appendix 2: Professional Development and Technical Assistance Outlines	39
Professional Development Opportunities	39
Technical Assistance Items	44
Appendix 3: Budget to Support Goals	44

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 Combee Academy Of Design And Engineering

DA Region and RED	DA Category and Turnaround Status
Southwest -	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The staff at Combee Academy of Design and Engineering will facilitate opportunities for students to access curriculum through the use of varied instructional strategies, learning modalities, technology and the arts to increase student achievement.

b. Provide the school's vision statement.

The vision of Combee Academy of Design and Engineering is to create a learning environment where all children are encouraged to become lifelong learners as they strive to reach their maximum potential in order to become productive members of society.

2. School Environment

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

Throughout the year the following will take place in order to build stronger relationships:

- Mentoring program (check-in, check out system)
- Parent nights (events to encourage literacy and relationships among the school and families)
- Conferences (teacher/parent, teacher/student)
- CHAMPS
- Positive Action (Social Skills lessons taught daily)

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

- Staff is on campus greeting students as they enter and leave each day, to encourage a family-type atmosphere where our students come first.
- A bullying program is taught and is consistently enforced throughout the year. Students are aware and encouraged to take appropriate steps when they feel unsafe.
- Social skills are taught and modeled throughout the school year.
- Guidance Classes (Students receive guidance classes every two weeks)

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.

Combee Academy of Design and Engineering is a Positive Behavior Support school. Clear, school-wide and classroom expectations and rules are given to the staff and taught to the students. Teachers are to use a Teacher or Office managed incident flow chart to follow the steps of progressive discipline. This is used to minimize the amount of time a students spends out of the classroom for behavioral incidents. In-school suspension is utilized. Students are rewarded various incentives as they achieve levels for good behavior.

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.

A mentoring program has been established for our students with greatest need by assisting them in receiving support and guidance from a mentor and to improve the academic achievement of those children. Teachers meet with these students on a regular basis to build relationships and encourage academic and behavioral success.

If a staff member observes behaviors that need more intensive support, guidance referrals are sent to the counselor to intervene and help determine interventions and supports for the student.

Social skills are taught and modeled each day of the school year using Positive Action curriculum and revisited in guidance classes to support their social and emotional needs throughout the year.

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.

Polk County Schools sends an Early Warning system report on a routine basis for the 2017-18 school year. The report is used to track students with attendance, alert over-age students and identify suspensions. In addition, a failing report for grades is pulled every interim and quarter period. From the information provided by Early Warning Reports and Pinnacle, our school uses this information to provide support and implement an action plan for either the subgroup, target group, or individual student.

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	63	38	35	35	27	31	0	0	0	0	0	0	0	229
One or more suspensions	11	20	20	20	17	22	0	0	0	0	0	0	0	110
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	10	31	44	0	0	0	0	0	0	0	85

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

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

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

Attendance meetings (school social worker, attendance manager, parents)
Home visits made by school social worker
Phone calls to parents
Referral to PST team as needed
Parent conferences

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?

Yes

1. PFEP 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.

Combee Academy of Design and Engineering holds an annual community/business partner and volunteer meeting to discuss the needs of the school and our students. Invitations are sent to surrounding businesses and approved volunteers to encourage the community to collaborate with us to ensure success.

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
Farrens, Tammy	Principal
Cox, Kristi	Administrative Support
Barger, Lori	Instructional Media
Wright, Michael	Assistant Principal
Baker, Mary Ann	Instructional Coach
Filarecki, Steve	School Counselor
Pridemore, Ashlee	Instructional Coach
Styron, Michelle	Other
Miller, Tracy	Instructional Coach

b. Duties

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

Provides a common vision for school wide literacy, mathematics, and science instruction, ensures that the school-based team is implementing literacy, mathematics, and science in a research based standard-driven, effective manner, oversees assessment of skills, ensures implementation of data based literacy, mathematics, and science instruction and documentation, ensures adequate

professional development to support instruction, assessment and evaluation, and communicates with parents regarding school-based literacy, mathematics, and science activities.

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.

Provides information about core literacy, mathematics, and science instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2/3 interventions and integrates Tier 1 materials/instruction with Tier2/3 activities, provides monthly professional development in the area of literacy, mathematics, and science, organizes learning opportunities for families, communicates information regarding assessments for individual grade levels.

Title 1, Part C-Migrant: Migrant students enrolled will be assisted by the school and the district Migrant Education Program (MEP). Students will receive supplemental service from the MEP based on need and status.

Title II: Professional development resources are available. School Technology Services also provides technical support, training, and licenses for software programs.

Title III: Provides supplemental resources for English Language Learners (ELL) and their teachers, as well as professional learning opportunities for school staff

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

Supplemental Academic Instruction: SAI provides funds for tutoring to enhance student achievement.

Voluntary Pre Kindergarten: VPK is located on our campus. Resources are provided to the program to assist in the transition of students from pre-k to kindergarten. VPK teachers may participate in professional learning opportunities offered to the school staff. Parent of VPK students are invited to participate in parent workshops and activities provided by the school.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Tammy Farrens	Principal
Kristi Cox	Teacher
Lori Barger	Teacher
Doris Parker	Parent
Joe Fisher	Business/Community
Ray Middel	Business/Community
Christian Davis	Parent
Silvette Reyes	Parent
Michael Wright	Education Support Employee
Rebecca Sandiford	Parent
Sandra Brown	Teacher
Joaida Kist	Education Support Employee

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

The School Advisory Council has reviewed the school's data and current grade. With that information goals were written to address the school's weaknesses. SAC members are aware of the barriers the school is faced with

and the strategies being implemented to overcome some of the barriers.

The School Improvement Plan will be available for parents to view on the school's website and in the parent involvement notebook kept in the main office.

b. Development of this school improvement plan

The School Advisory Council will assist in the preparation, implementation, and evaluation of the School Improvement Plan. The Council makes recommendations and assists the school administration in all areas of school improvement. These functions are performed through participatory decision-making by parents, educators, school staff, business people, and other community members who are stakeholders in the school.

All parents are welcome to attend SAC meetings. The School Improvement Plan will also be available for parents to view on the school's website and in the parent involvement notebook kept in the main office.

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

The School Advisory Council was given the opportunity to review the school's budget and provide suggestions and feedback as to the proposed use of funds.

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

The school did not receive any school improvement funds. If the school receives an allocation, the School Advisory Council funds will be used to purchase nonadopted materials, classroom supplies that will enhance Reading, Math, Writing and Science and pay for subs for professional development.

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
Farrens, Tammy	Principal
	Other
Cox, Kristi	Other
Barger, Lori	Other
Frederick, Alethia	Instructional Coach
Wright, Michael	Assistant Principal
Baker, Mary Ann	Instructional Coach

b. Duties

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

Provides a common vision for school wide literacy instruction, ensures that the school-based team is implementing literacy in a research based, effective manner, oversees assessment of literacy skills, ensures implementation of data based literacy instruction and documentation, ensures adequate professional development to support literacy instruction, assessment and evaluation, and communicates with parents regarding school-based literacy activities.

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.

Teachers are provided with common planning time on a daily basis. During this time, they may also engage in Professional Learning Communities and Professional Development. Teachers meet to prepare and discuss individual and group standards based lesson plans to ensure effectiveness and accountability of both plans and potential instruction.

Teachers meet every Tuesday and Thursday for collaborative planning during their scheduled planning time. Every Tuesday, school-based coaches will be available for collaborative planning during their scheduled planning time.

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

-Recruiting & retaining high quality, highly qualified teachers: applicants are screened to ensure that they meet the HQ CQ criteria and placed on a list of approved candidates for hire.

-Implementation of Induction Program for beginning teachers including regular meetings of new teachers with mentor, grade level chair and administration.

-Soliciting referrals from current employees and selection of staff: the principal selects candidates to be interviewed; creates appropriate questions; and facilitates the interview & selection process.

-Provide regular opportunities for Professional development.

-Coaching Support: individual teacher mentoring from experienced, successful teachers; need based classroom modeling and team teaching provided; continuous instructional feedback provided; assistance by experienced teachers in lesson planning & maintaining a positive classroom learning environment; assistance in locating teaching resources, communicating with parents, establishing an organizational system for teacher paperwork, etc.

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

Bi-monthly support meetings in a professional learning community to discuss evidence-based strategies. The mentor will observe mentee using effective strategies and provide feedback, coaching and planning.

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.

At Combee Academy of Design and Engineering, we will be implementing a Standards Based Instructional Program. All teachers will review the unpacking the standards and implement higher order thinking activities within the core instructional program. In addition, our teachers will incorporate foundational reading skills into all lessons, making literacy connections across the curriculum in all subject areas.

Teachers will follow the Learning Schedules and the use of CPALMS, as put in place by the district, to ensure grade level standards are being taught efficiently and effectively.

This year Combee will also include planning and implementing STEM integration units as it relates to standards based 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 who are promoted with remediation in grades K- 5 are placed in Tier 2 and given daily small group instruction based on the identified needs. The process includes school based leadership team meetings to review school-wide data such as iStation to identify grade level and/or subject trends.

Student progress is monitored by post tests for each module in math, each unit in reading and science. Teachers meet with the school based leadership team monthly to review the progress of students. They

collaborate as a grade level to modify/plan for appropriate interventions.

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

Strategy: Extended School Day

Minutes added to school year: 10,800

Power Hour, an extra hour of intensive literacy instruction, focused on teaching students at their instructional level will take place during the extended school day to include the five areas of reading instruction: phonemic awareness, phonics, vocabulary, comprehension, and fluency. Differentiated, small group instruction, literacy stations including a researched-based technology component, as well as independent reading time will take place.

Strategy Rationale

68% of Combee's third, fourth, and fifth graders are not proficient in reading.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Farrens, Tammy, tammy.farrens@polk-fl.net

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

Reading inventories, fluency probes, comprehension checks (weekly), iStation data, and progress monitoring data (RW unit assessments) used to adjust instructional levels and identify reading skill deficiencies to drive instructional decisions for small group instruction and monitor student progress.

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.

The Kindergarten Round-up is held each Spring. Parents receive booklets about the Kindergarten program and registration materials are provided. There are two Pre-Kindergarten (VPK and ESE-PK) programs on campus that work with Combee Elementary teachers to introduce their students to Kindergarten readiness. The Exceptional Student Education Pre-Kindergarten works with the children with special needs; some of these students will move on to a regular kindergarten and others to a primary exceptional student education classroom setting. Pre-K teachers meet with Kindergarten teachers throughout the school year to gain an understanding of Kindergarten benchmarks and how those benchmarks are correlated with the current Pre-K program. An End of the year Pre-K meeting is held during which and expectations of Kindergarten and how to assist at home are shared. Every effort is made to communicate with preschools and day care facilities in the immediate area. Staff members provide parents with kindergarten readiness information and area preschool establishment contact numbers upon request. District age requirements determine the time of transition to Kindergarten. Students in the ESE Pre-K program are evaluated using various assessments to determine their program needs.

Beginning in third grade, some classes are departmentalized to allow for easier transition into the middle school environments. Students are encouraged to be more responsible for their materials and

work as they transition from one class to another. Middle school representatives meet with incoming sixth graders, giving them an overview of the academies and course work available.

b. College and Career Readiness

- 1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.**
- 2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.**
- 3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.**
- 4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.**

II. Needs Assessment

The school's completion of this 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.

Needs: Proficiency in Reading, Math, and Science; Attendance

Strengths: Gains in Reading, Math, and Science

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.

- Attendance: 32% of our students had excessive absences (18 or more days)
- Students with academic needs who are two or more grade levels below
- High percentage of low socioeconomic students who enter kindergarten behind
- Substitutes were teaching in tested grade levels

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.** Combee Academy of Design and Engineering will implement standards based instruction across all content areas on a daily basis to meet the needs of all learners.
- G2.** Combee Academy of Design and Engineering will create a learning environment that supports the belief that all children can learn regardless of exterior factors (cultural or socioeconomic).

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. Combee Academy of Design and Engineering will implement standards based instruction across all content areas on a daily basis to meet the needs of all learners. 1a

G098059

Targets Supported 1b

Indicator	Annual Target
Math Gains	55.0
Math Gains	55.0

Targeted Barriers to Achieving the Goal 3

- Not seeing effective implementation of standards based lessons on a consistent basis
- Low expectations of students
- Student attendance
- Students with deficiencies in Reading, Writing, Mathematics, and/or Science

Resources Available to Help Reduce or Eliminate the Barriers 2

- Instructional Coaches
- Interventionists
- District Coaches
- Principal
- Extra hour of reading taught at instructional level
- Ongoing assessments
- Common planning
- Professional Development Plan

Plan to Monitor Progress Toward G1. 8

Classroom walkthroughs, STAR math and reading, state testing, observations, attendance data

Person Responsible

Tammy Farrens

Schedule

Monthly, from 8/10/2017 to 5/24/2018

Evidence of Completion

STAR Reading and Math assessments, STEM unit plans, classroom walkthrough data.

G2. Combee Academy of Design and Engineering will create a learning environment that supports the belief that all children can learn regardless of exterior factors (cultural or socioeconomic). 1a

G098060

Targets Supported 1b

Indicator	Annual Target
Effective Teachers (Performance Rating)	80.0

Targeted Barriers to Achieving the Goal 3

- Understanding external factors and effective instructional strategies that impact educational outcomes for low socio-economic students.
- Low parental support
- Lack of system to support behavioral expectations
- The effectiveness of the MTSS process

Resources Available to Help Reduce or Eliminate the Barriers 2

- Instructional Coaches
- Professional Learning Communities
- Leadership Team
- Guidance Counselor
- Interventionist/Title One facilitator
- Behavior Interventionist
- Mentor Teachers

Plan to Monitor Progress Toward G2. 8

Families in attendance for parent nights, teachers using CHAMPS and PBIS with fidelity, students receiving monthly rewards, teachers collecting data and using the MTSS process to tier students, participation in book study

Person Responsible

Tammy Farrens

Schedule

Monthly, from 8/3/2017 to 5/24/2018

Evidence of Completion

Journey evaluations, MTSS data, daily walk-throughs, sign-in sheets, evaluations

Action Plan for Improvement

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

G1. Combee Academy of Design and Engineering will implement standards based instruction across all content areas on a daily basis to meet the needs of all learners. 1

G098059

G1.B1 Not seeing effective implementation of standards based lessons on a consistent basis 2

B263711

G1.B1.S1 Continue to implement a structure to support effective standards based planning and instruction. This year Combee will also include planning and implementing STEM integration units as it relates to standards based instruction. 4

S279284

Strategy Rationale

In order for our teachers to effectively implement standards based lessons, professional development is needed with follow-up and feedback.

Action Step 1 5

Provide a schedule for common planning to allow for collaboration concerning standards, learning outcomes and integration unit criteria.

Person Responsible

Tammy Farrens

Schedule

Biweekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

PLC schedule, PLC agenda, lesson plan template

Action Step 2 5

Provide support and tools for weekly planning of standards based instruction

Person Responsible

Tammy Farrens

Schedule

Biweekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Planning tool for deconstructing the standards, lesson plan template, PLC agenda, coaching calendar

Action Step 3 5

Provide opportunities for collaborative conversations and coaching support

Person Responsible

Tammy Farrens

Schedule

Monthly, from 8/10/2017 to 5/24/2018

Evidence of Completion

coaching calendar, anecdotal records

Action Step 4 5

Implementation of a monitoring schedule focused on standards based instruction

Person Responsible

Tammy Farrens

Schedule

Weekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

classroom walk through data, journeys, notes

Action Step 5 5

Create PD calendar to meet the needs shown by monitoring data

Person Responsible

Tammy Farrens

Schedule

Monthly, from 8/10/2017 to 5/24/2018

Evidence of Completion

PD calendar, sign in sheets, agenda, Journeys

Action Step 6 5

Revise and implement the writing instructional framework to support standards based writing instruction K-5.

Person Responsible

Tammy Farrens

Schedule

Weekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

lesson planning tool for writing, classroom walkthroughs

Action Step 7 5

Provide feedback to teachers after walk-throughs

Person Responsible

Tammy Farrens

Schedule

Biweekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Grows/Glows feedback forms used by coaches and administration

Action Step 8 5

Provide teachers with HOT question stems and accountable talk posters for reference

Person Responsible

Tammy Farrens

Schedule

On 8/10/2017

Evidence of Completion

Teachers and students will use posters as a reference and will be noted in classroom walk-through

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

Leadership team meetings to plan professional development needs

Person Responsible

Tammy Farrens

Schedule

Weekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

PLC sign-in sheets and agendas

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

Leadership team meetings to discuss walk-through data

Person Responsible

Tammy Farrens

Schedule

Weekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Leadership team minutes; Grows/Glows feedback forms

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

Lesson plan reviews, classroom walk-throughs, data chats, and scheduled observations and feedback discussions

Person Responsible

Tammy Farrens

Schedule

Weekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Journey documentation, calendar of walk-throughs/observations, lesson plan checks

G1.B2 Low expectations of students 2

 B263712

G1.B2.S1 Use of instructional coaches to model effective lessons with high expectations for student learning outcomes. 4

 S279285

Strategy Rationale

Teacher low expectations of students

Action Step 1 5

Instructional coaches will model effective lesson with high expectations

Person Responsible

Mary Ann Baker

Schedule

Weekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Coaching logs

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

Instructional coaches will model effective lessons with high expectations and coach teachers to do the same

Person Responsible

Tammy Farrens

Schedule

Weekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Coaching logs, classroom walk-throughs, Journey documentation

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

Effective lessons with high expectations will be taught by the teachers after completing a coaching cycle

Person Responsible

Tammy Farrens

Schedule

Weekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Classroom walk-throughs, Journey documentation

G1.B9 Student attendance 2

 B263719

G1.B9.S1 Combee Academy of Design and Engineering will participate in the Strive for Less than Five Pilot Program that includes a district voice, incentives and guidelines for regular communication for chronic absenteeism and tardies. 4

 S279287

Strategy Rationale

32% of the students at Combee were absent 18 or more days in the 2016-17 school year.

Action Step 1 5

Implement the "Strive for Less Than Five" pilot program.

Person Responsible

Tammy Farrens

Schedule

On 5/24/2018

Evidence of Completion

Attendance data, Tier 3 attendance progress monitoring plans, incentive tracking tool, feedback from school social worker.

Plan to Monitor Fidelity of Implementation of G1.B9.S1 6

Student attendance will be monitored on a weekly basis. Leadership Team will meet with teachers to track data and assist in creating plans for students who are at risk.

Person Responsible

Michelle Styron

Schedule

On 5/24/2018

Evidence of Completion

Attendance data, Tier 3 attendance progress monitoring plans, incentive tracking tool, feedback from school social worker.

Plan to Monitor Effectiveness of Implementation of G1.B9.S1 7

Student attendance will be monitored on a weekly basis. Leadership Team will meet with teachers to track data and assist in creating plans for students who are at risk.

Person Responsible

Michelle Styron

Schedule

On 5/24/2018

Evidence of Completion

Attendance data, Tier 3 attendance progress monitoring plans, incentive tracking tool, feedback from school social worker.

G1.B11 Students with deficiencies in Reading, Writing, Mathematics, and/or Science **2**

 B263721

G1.B11.S1 Use of varied instructional strategies, small group settings, teaching on students' instructional level, and providing extended learning time (ie: Extended Learning opportunities after school, Power Hour, iStation, Leveled Readers, Readers Workshop, Comprehension Instructional Sequence Lessons, 5E Science lesson plan, use of manipulatives, extended Math block) **4**

 S279289

Strategy Rationale

To provide appropriate intervention and instruction

Action Step 1 **5**

Extra support will be provided to students with deficiencies in academic areas.

Person Responsible

Tammy Farrens

Schedule

Daily, from 8/10/2017 to 5/24/2018

Evidence of Completion

Instructional coaches schedules, classroom walk-throughs, extended learning attendance sheets

Plan to Monitor Fidelity of Implementation of G1.B11.S1 **6**

Implementation of interventions

Person Responsible

Tammy Farrens

Schedule

Daily, from 8/10/2017 to 5/24/2018

Evidence of Completion

Classroom walk-throughs, lesson plans and schedule of interventionist

Plan to Monitor Effectiveness of Implementation of G1.B11.S1 7

Classroom walk-throughs, teacher/student feedback, observation

Person Responsible

Tammy Farrens

Schedule

Quarterly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Progress monitoring data, standardized test data

G2. Combee Academy of Design and Engineering will create a learning environment that supports the belief that all children can learn regardless of exterior factors (cultural or socioeconomic). 1

G098060

G2.B1 Understanding external factors and effective instructional strategies that impact educational outcomes for low socio-economic students. 2

B263723

G2.B1.S1 Teachers will continue to be trained in CHAMPS, a Proactive and Positive Approach to Classroom Management, using the Safe and Civil Schools curriculum. 4

S279290

Strategy Rationale

Teachers need to understand that students of poverty need to be provided with a structured environment where expectations are clearly defined.

Action Step 1 5

CHAMPS

Person Responsible

Tammy Farrens

Schedule

Monthly, from 8/3/2017 to 5/24/2018

Evidence of Completion

Sign-in sheets and group discussion response logs

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

CHAMPS

Person Responsible

Tammy Farrens

Schedule

Monthly, from 8/3/2017 to 5/25/2018

Evidence of Completion

Sign-in sheets, group discussion, walk-through data

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

CHAMPS visuals posted and used consistently

Person Responsible

Tammy Farrens

Schedule

Monthly, from 8/3/2017 to 5/24/2018

Evidence of Completion

Classroom observations and walk-throughs; Journeys evaluation documentation

G2.B1.S2 Teachers will participate in a book study, Mindset: The New Psychology of Success (How we can learn to fulfill our potential) by Carol Dweck. 4

 S279291

Strategy Rationale

Teachers will gain a greater understanding of the influence of a growth mindset to believe students' abilities can be developed and are not fixed.

Action Step 1 5

Teachers will participate in a book study, Mindset: The New Psychology of Success (How we can learn to fulfill our potential) by Carol Dweck.

Person Responsible

Tammy Farrens

Schedule

Monthly, from 9/20/2017 to 5/24/2018

Evidence of Completion

PD sign-in sheets, group discussions, observations

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

Monthly PLCs to discuss book

Person Responsible

Tammy Farrens

Schedule

Evidence of Completion

PD sign-in sheets, group discussions, observations

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

Walk-throughs and Journeys observations

Person Responsible

Tammy Farrens

Schedule

Quarterly, from 9/20/2017 to 5/24/2018

Evidence of Completion

Journeys observation data, non-evaluative walk-through data

G2.B2 Low parental support 2

 B263724

G2.B2.S1 Provide multiple family involvement events throughout the year to build a non-threatening home/school connection. 4

 S279292

Strategy Rationale

Building relationships with families and increasing their knowledge of academic expectations should create a supportive home environment.

Action Step 1 5

Family Involvement/Academic Nights

Person Responsible

Tammy Farrens

Schedule

Every 2 Months, from 8/8/2017 to 5/24/2018

Evidence of Completion

Parent sign-in attendance sheets

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

Family Involvement/Academic Nights

Person Responsible

Kristi Cox

Schedule

Every 2 Months, from 8/8/2017 to 8/8/2017

Evidence of Completion

Parent sign-in attendance sheets, flyers

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

Family Involvement/Academic Nights

Person Responsible

Kristi Cox

Schedule

Every 2 Months, from 8/8/2017 to 5/24/2018

Evidence of Completion

Evaluation of events by parents

G2.B3 Lack of system to support behavioral expectations 2

 B263725

G2.B3.S1 Continue to evaluate, monitor, and make adjustments to improve the systems in place that define and support expectations and consequences for behavior. 4

 S279293

Strategy Rationale

High number of discipline referrals

Action Step 1 5

Implement PBS schoolwide

Person Responsible

Tammy Farrens

Schedule

Daily, from 8/3/2017 to 5/24/2018

Evidence of Completion

Early Warning System data, school-wide expectations, Leadership team meeting agenda/minutes

Action Step 2 5

Implement school-wide progressive discipline plan to include class expectations and consequences with support for behavior modification. Implement Positive Action lessons for social skills reinforcement daily.

Person Responsible

Tammy Farrens

Schedule

Daily, from 8/3/2017 to 5/24/2018

Evidence of Completion

class observations through chart hanging in classroom, parent communication, teacher logs, Early Warning System for decrease in office visits

Action Step 3 5

Targeted groups and social skills classes to support positive behavior choices and social skills training

Person Responsible

Steve Filarecki

Schedule

Weekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Lesson Plans, Early Warning System documentation, classroom walkthroughs

Action Step 4 5

Teachers and staff will attend Conscious Discipline professional development provided by the district and implement strategies.

Person Responsible

Tammy Farrens

Schedule

Biweekly, from 1/10/2018 to 4/11/2018

Evidence of Completion

Sign-in sheets, special activity logs, materials purchased and used

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

Implementation of school-wide behavior expectations (rewards and consequences)

Person Responsible

Tammy Farrens

Schedule

Daily, from 8/10/2017 to 5/24/2018

Evidence of Completion

Early Warning System Data, schoolwide expectations, committee agenda and minutes

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

Implementation of school wide expectations

Person Responsible

Tammy Farrens


Schedule

Daily, from 8/10/2017 to 5/24/2018

Evidence of Completion

Early Warning System Data, discipline data, committee agenda and minutes

G2.B4 The effectiveness of the MTSS process 2

 B263726

G2.B4.S1 Teachers will be trained in the MTSS process and given a systematic, user-friendly way to monitoring student progress. 4

 S279294

Strategy Rationale

Teachers need support in providing appropriate, targeted interventions and a collection tool to monitor the progress of students.

Action Step 1 5

Teachers will be trained in the MTSS process, given a user-friendly data collection tool, and will meet monthly to have data chats on students' progress.

Person Responsible

Steve Filarecki

Schedule

Monthly, from 8/3/2017 to 5/24/2018

Evidence of Completion

Training sign-in sheets, MTSS notebooks, One Drive documentation

Plan to Monitor Fidelity of Implementation of G2.B4.S1 6

Monthly data chats meetings will be held with teachers to monitor student progress

Person Responsible

Tammy Farrens

Schedule

Monthly, from 8/3/2017 to 5/24/2018

Evidence of Completion

Sign-In sheets, One Drive documentation (data collection)

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 7

Monthly data chats meetings will be held with teachers to monitor student progress

Person Responsible

Tammy Farrens

Schedule

Monthly, from 8/3/2017 to 5/24/2018




















Evidence of Completion

One Drive documentation (data collection)



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.B1.S2.MA1 M407015	Monthly PLCs to discuss book	Farrens, Tammy	No Start Date	PD sign-in sheets, group discussions, observations	No End Date one-time
G2.B2.S1.MA1 M407017	Family Involvement/Academic Nights	Cox, Kristi	8/8/2017	Parent sign-in attendance sheets, flyers	8/8/2017 every-2-months
G1.B1.S1.A8 A376330	Provide teachers with HOT question stems and accountable talk posters for reference	Farrens, Tammy	8/10/2017	Teachers and students will use posters as a reference and will be noted in classroom walk-through	8/10/2017 one-time
G2.B3.S1.A4 A376340	Teachers and staff will attend Conscious Discipline professional development provided by the...	Farrens, Tammy	1/10/2018	Sign-in sheets, special activity logs, materials purchased and used	4/11/2018 biweekly
G1.MA1 M407011	Classroom walkthroughs, STAR math and reading, state testing, observations, attendance data	Farrens, Tammy	8/10/2017	STAR Reading and Math assessments, STEM unit plans, classroom walkthrough data.	5/24/2018 monthly
G2.MA1 M407022	Families in attendance for parent nights, teachers using CHAMPS and PBIS with fidelity, students...	Farrens, Tammy	8/3/2017	Journey evaluations, MTSS data, daily walk-throughs, sign-in sheets, evaluations	5/24/2018 monthly
G1.B1.S1.MA1 M407002	Lesson plan reviews, classroom walk-throughs, data chats, and scheduled observations and feedback...	Farrens, Tammy	8/10/2017	Journey documentation, calendar of walk-throughs/observations, lesson plan checks	5/24/2018 weekly
G1.B1.S1.MA1 M407003	Leadership team meetings to plan professional development needs	Farrens, Tammy	8/10/2017	PLC sign-in sheets and agendas	5/24/2018 weekly
G1.B1.S1.MA3 M407004	Leadership team meetings to discuss walk-through data	Farrens, Tammy	8/10/2017	Leadership team minutes; Grows/Glows feedback forms	5/24/2018 weekly
G1.B1.S1.A1 A376323	Provide a schedule for common planning to allow for collaboration concerning standards, learning...	Farrens, Tammy	8/10/2017	PLC schedule, PLC agenda, lesson plan template	5/24/2018 biweekly
G1.B1.S1.A2 A376324	Provide support and tools for weekly planning of standards based instruction	Farrens, Tammy	8/10/2017	Planning tool for deconstructing the standards, lesson plan template, PLC agenda, coaching calendar	5/24/2018 biweekly
G1.B1.S1.A3 A376325	Provide opportunities for collaborative conversations and coaching support	Farrens, Tammy	8/10/2017	coaching calendar, anecdotal records	5/24/2018 monthly
G1.B1.S1.A4 A376326	Implementation of a monitoring schedule focused on standards based instruction	Farrens, Tammy	8/10/2017	classroom walk through data, journeys, notes	5/24/2018 weekly
G1.B1.S1.A5 A376327	Create PD calendar to meet the needs shown by monitoring data	Farrens, Tammy	8/10/2017	PD calendar, sign in sheets, agenda, Journeys	5/24/2018 monthly
G1.B1.S1.A6 A376328	Revise and implement the writing instructional framework to support standards based writing...	Farrens, Tammy	8/10/2017	lesson planning tool for writing, classroom walkthroughs	5/24/2018 weekly
G1.B1.S1.A7 A376329	Provide feedback to teachers after walk-throughs	Farrens, Tammy	8/10/2017	Grows/Glows feedback forms used by coaches and administration	5/24/2018 biweekly
G1.B2.S1.MA1 M407005	Effective lessons with high expectations will be taught by the teachers after completing a coaching...	Farrens, Tammy	8/10/2017	Classroom walk-throughs, Journey documentation	5/24/2018 weekly
G1.B2.S1.MA1 M407006	Instructional coaches will model effective lessons with high expectations and coach teachers to do...	Farrens, Tammy	8/10/2017	Coaching logs, classroom walk-throughs, Journey documentation	5/24/2018 weekly
G1.B2.S1.A1 A376331	Instructional coaches will model effective lesson with high expectations	Baker, Mary Ann	8/10/2017	Coaching logs	5/24/2018 weekly

Polk - 0091 - Combee Academy Of Design And Engineering - 2017-18 SIP
Combee Academy Of Design And Engineering

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B9.S1.MA1  M407007	Student attendance will be monitored on a weekly basis. Leadership Team will meet with teachers to...	Styron, Michelle	8/10/2017	Attendance data, Tier 3 attendance progress monitoring plans, incentive tracking tool, feedback from school social worker.	5/24/2018 one-time
G1.B9.S1.MA1  M407008	Student attendance will be monitored on a weekly basis. Leadership Team will meet with teachers to...	Styron, Michelle	8/10/2017	Attendance data, Tier 3 attendance progress monitoring plans, incentive tracking tool, feedback from school social worker.	5/24/2018 one-time
G1.B9.S1.A1  A376332	Implement the "Strive for Less Than Five" pilot program.	Farrens, Tammy	8/10/2017	Attendance data, Tier 3 attendance progress monitoring plans, incentive tracking tool, feedback from school social worker.	5/24/2018 one-time
G1.B11.S1.MA1  M407009	Classroom walk-throughs, teacher/student feedback, observation	Farrens, Tammy	8/10/2017	Progress monitoring data, standardized test data	5/24/2018 quarterly
G1.B11.S1.MA1  M407010	Implementation of interventions	Farrens, Tammy	8/10/2017	Classroom walk-throughs, lesson plans and schedule of interventionist	5/24/2018 daily
G1.B11.S1.A1  A376333	Extra support will be provided to students with deficiencies in academic areas.	Farrens, Tammy	8/10/2017	Instructional coaches schedules, classroom walk-throughs, extended learning attendance sheets	5/24/2018 daily
G2.B1.S1.MA1  M407012	CHAMPS visuals posted and used consistently	Farrens, Tammy	8/3/2017	Classroom observations and walk-throughs; Journeys evaluation documentation	5/24/2018 monthly
G2.B1.S1.A1  A376334	CHAMPS	Farrens, Tammy	8/3/2017	Sign-in sheets and group discussion response logs	5/24/2018 monthly
G2.B2.S1.MA1  M407016	Family Involvement/Academic Nights	Cox, Kristi	8/8/2017	Evaluation of events by parents	5/24/2018 every-2-months
G2.B2.S1.A1  A376336	Family Involvement/Academic Nights	Farrens, Tammy	8/8/2017	Parent sign-in attendance sheets	5/24/2018 every-2-months
G2.B3.S1.MA1  M407018	Implementenation of school wide expectations	Farrens, Tammy	8/10/2017	Early Warning System Data, discipline data, comittee agenda and minutes	5/24/2018 daily
G2.B3.S1.MA1  M407019	Implementation of school-wide behavior expectations (rewards and consequences)	Farrens, Tammy	8/10/2017	Early Warning System Data, schoolwide expectations, comittee agenda and minutes	5/24/2018 daily
G2.B3.S1.A1  A376337	Implement PBS schoolwide	Farrens, Tammy	8/3/2017	Early Warning System data, school-wide expectations, Leadership team meeting agenda/minutes	5/24/2018 daily
G2.B3.S1.A2  A376338	Implement school-wide progressive discipline plan to include class expectations and consequences...	Farrens, Tammy	8/3/2017	class observations through chart hanging in classroom, parent communication, teacher logs, Early Warning System for decrease in office visits	5/24/2018 daily
G2.B3.S1.A3  A376339	Targeted groups and social skills classes to support positive behavior choices and social skills...	Filarecki, Steve	8/10/2017	Lesson Plans, Early Warning System documentation, classroom walkthroughs	5/24/2018 weekly
G2.B4.S1.MA1  M407020	Monthly data chats meetings will be held with teachers to monitor student progress	Farrens, Tammy	8/3/2017	One Drive documentation (data collection)	5/24/2018 monthly
G2.B4.S1.MA1  M407021	Monthly data chats meetings will be held with teachers to monitor student progress	Farrens, Tammy	8/3/2017	Sign-In sheets, One Drive documentation (data collection)	5/24/2018 monthly
G2.B4.S1.A1  A376341	Teachers will be trained in the MTSS process, given a user-friendly data collection tool, and will...	Filarecki, Steve	8/3/2017	Training sign-in sheets, MTSS notebooks, One Drive documentation	5/24/2018 monthly
G2.B1.S2.MA1  M407014	Walk-throughs and Journeys observations	Farrens, Tammy	9/20/2017	Journeys observation data, non-evaluative walk-through data	5/24/2018 quarterly

Polk - 0091 - Combee Academy Of Design And Engineering - 2017-18 SIP
Combee Academy Of Design And Engineering

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S2.A1  A376335	Teachers will participate in a book study, Mindset: The New Psychology of Success (How we can...	Farrens, Tammy	9/20/2017	PD sign-in sheets, group discussions, observations	5/24/2018 monthly
G2.B1.S1.MA1  M407013	CHAMPS	Farrens, Tammy	8/3/2017	Sign-in sheets, group discussion, walk-through data	5/25/2018 monthly

V. Professional Development Opportunities

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

G1. Combee Academy of Design and Engineering will implement standards based instruction across all content areas on a daily basis to meet the needs of all learners.

G1.B1 Not seeing effective implementation of standards based lessons on a consistent basis

G1.B1.S1 Continue to implement a structure to support effective standards based planning and instruction. This year Combee will also include planning and implementing STEM integration units as it relates to standards based instruction.

PD Opportunity 1

Provide a schedule for common planning to allow for collaboration concerning standards, learning outcomes and integration unit criteria.

Facilitator

Tammy Farrens

Participants

Teachers and support staff

Schedule

Biweekly, from 8/10/2017 to 5/24/2018

PD Opportunity 2

Provide support and tools for weekly planning of standards based instruction

Facilitator

Mary Ann Baker

Participants

teachers, support staff

Schedule

Biweekly, from 8/10/2017 to 5/24/2018

PD Opportunity 3

Revise and implement the writing instructional framework to support standards based writing instruction K-5.

Facilitator

Tammy Farrens, Kristi Cox, MaryAnn Baker

Participants

K-5 writing teachers

Schedule

Weekly, from 8/10/2017 to 5/24/2018

G1.B2 Low expectations of students

G1.B2.S1 Use of instructional coaches to model effective lessons with high expectations for student learning outcomes.

PD Opportunity 1

Instructional coaches will model effective lesson with high expectations

Facilitator

Reading Coach

Participants

K-5 teachers

Schedule

Weekly, from 8/10/2017 to 5/24/2018

G2. Combee Academy of Design and Engineering will create a learning environment that supports the belief that all children can learn regardless of exterior factors (cultural or socioeconomic).

G2.B1 Understanding external factors and effective instructional strategies that impact educational outcomes for low socio-economic students.

G2.B1.S1 Teachers will continue to be trained in CHAMPS, a Proactive and Positive Approach to Classroom Management, using the Safe and Civil Schools curriculum.

PD Opportunity 1

CHAMPS

Facilitator

Tammy Farrens, Principal

Participants

All Staff

Schedule

Monthly, from 8/3/2017 to 5/24/2018

G2.B1.S2 Teachers will participate in a book study, Mindset: The New Psychology of Success (How we can learn to fulfill our potential) by Carol Dweck.

PD Opportunity 1

Teachers will participate in a book study, Mindset: The New Psychology of Success (How we can learn to fulfill our potential) by Carol Dweck.

Facilitator

Tammy Farrens

Participants

All teachers

Schedule

Monthly, from 9/20/2017 to 5/24/2018

G2.B3 Lack of system to support behavioral expectations

G2.B3.S1 Continue to evaluate, monitor, and make adjustments to improve the systems in place that define and support expectations and consequences for behavior.

PD Opportunity 1

Implement school-wide progressive discipline plan to include class expectations and consequences with support for behavior modification. Implement Positive Action lessons for social skills reinforcement daily.

Facilitator

Michael Wright, Kristi Cox, Tammy Farrens

Participants

All staff

Schedule

Daily, from 8/3/2017 to 5/24/2018

PD Opportunity 2

Teachers and staff will attend Conscious Discipline professional development provided by the district and implement strategies.

Facilitator

Lori Allen

Participants

All staff

Schedule

Biweekly, from 1/10/2018 to 4/11/2018

G2.B4 The effectiveness of the MTSS process

G2.B4.S1 Teachers will be trained in the MTSS process and given a systematic, user-friendly way to monitoring student progress.

PD Opportunity 1

Teachers will be trained in the MTSS process, given a user-friendly data collection tool, and will meet monthly to have data chats on students' progress.

Facilitator

Steve Filarecki

Participants

All Teachers

Schedule

Monthly, from 8/3/2017 to 5/24/2018

VI. Technical Assistance Items

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

G2. Combee Academy of Design and Engineering will create a learning environment that supports the belief that all children can learn regardless of exterior factors (cultural or socioeconomic).

G2.B3 Lack of system to support behavioral expectations

G2.B3.S1 Continue to evaluate, monitor, and make adjustments to improve the systems in place that define and support expectations and consequences for behavior.

TA Opportunity 1

Implement PBS schoolwide

Facilitator

Michael Wright, Kristi Cox, Tammy Farrens

Participants

All Teachers

Schedule

Daily, from 8/3/2017 to 5/24/2018

VII. Budget

1	G1.B1.S1.A1	Provide a schedule for common planning to allow for collaboration concerning standards, learning outcomes and integration unit criteria.				\$0.00
2	G1.B1.S1.A2	Provide support and tools for weekly planning of standards based instruction				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	530-Periodicals	0091 - Combee Academy Of Design And Engineering			\$5,000.00
			Notes: Subscriptions-Time for Kids, Science/Social Studies Weekly			
3	G1.B1.S1.A3	Provide opportunities for collaborative conversations and coaching support				\$73,701.22
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	130-Other Certified Instructional Personnel	0091 - Combee Academy Of Design And Engineering	Title, I Part A		\$73,701.22
			Notes: Science Coach			
4	G1.B1.S1.A4	Implementation of a monitoring schedule focused on standards based instruction				\$0.00
5	G1.B1.S1.A5	Create PD calendar to meet the needs shown by monitoring data				\$0.00

Polk - 0091 - Combee Academy Of Design And Engineering - 2017-18 SIP
Combee Academy Of Design And Engineering

6	G1.B1.S1.A6	Revise and implement the writing instructional framework to support standards based writing instruction K-5.				\$0.00
7	G1.B1.S1.A7	Provide feedback to teachers after walk-throughs				\$0.00
8	G1.B1.S1.A8	Provide teachers with HOT question stems and accountable talk posters for reference				\$0.00
9	G1.B11.S1.A1	Extra support will be provided to students with deficiencies in academic areas.				\$75,988.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	130-Other Certified Instructional Personnel	0091 - Combee Academy Of Design And Engineering	Title, I Part A		\$23,572.00
			<i>Notes: Network Manager,</i>			
	5900	510-Supplies	0091 - Combee Academy Of Design And Engineering	Title, I Part A		\$1,500.00
			<i>Notes: supplies</i>			
	5900	120-Classroom Teachers	0091 - Combee Academy Of Design And Engineering	Title, I Part A		\$29,916.00
			<i>Notes: Extended Learning</i>			
	5100	644-Computer Hardware Non-Capitalized	0091 - Combee Academy Of Design And Engineering	Title, I Part A		\$21,000.00
			<i>Notes: Laptops, carts</i>			
10	G1.B2.S1.A1	Instructional coaches will model effective lesson with high expectations				\$0.00
11	G1.B9.S1.A1	Implement the "Strive for Less Than Five" pilot program.				\$0.00
12	G2.B1.S1.A1	CHAMPS				\$0.00
13	G2.B1.S2.A1	Teachers will participate in a book study, Mindset: The New Psychology of Success (How we can learn to fulfill our potential) by Carol Dweck.				\$660.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	120-Classroom Teachers	0091 - Combee Academy Of Design And Engineering	Title, I Part A		\$660.00
			<i>Notes: Purchase of books</i>			
14	G2.B2.S1.A1	Family Involvement/Academic Nights				\$8,158.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6150	510-Supplies	0091 - Combee Academy Of Design And Engineering	Title, I Part A		\$6,478.00
			<i>Notes: Family Nights, agendas, supplies, special activity logs</i>			
	6150	120-Classroom Teachers	0091 - Combee Academy Of Design And Engineering	Title, I Part A		\$1,680.00
			<i>Notes: Special Activity</i>			
15	G2.B3.S1.A1	Implement PBS schoolwide				\$0.00

Polk - 0091 - Combee Academy Of Design And Engineering - 2017-18 SIP
Combee Academy Of Design And Engineering

16	G2.B3.S1.A2	Implement school-wide progressive discipline plan to include class expectations and consequences with support for behavior modification. Implement Positive Action lessons for social skills reinforcement daily.				\$0.00
17	G2.B3.S1.A3	Targeted groups and social skills classes to support positive behavior choices and social skills training				\$78,943.86
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	130-Other Certified Instructional Personnel	0091 - Combee Academy Of Design And Engineering	Title, I Part A		\$78,943.86
			Notes: Positive Action, Behavior Interventionist			
18	G2.B3.S1.A4	Teachers and staff will attend Conscious Discipline professional development provided by the district and implement strategies.				\$21,450.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	120-Classroom Teachers	0091 - Combee Academy Of Design And Engineering	Title, I Part A		\$21,450.00
			Notes: Special Activity Logs for staff attending after-school PD, purchase of materials for Conscious Discipline			
19	G2.B4.S1.A1	Teachers will be trained in the MTSS process, given a user-friendly data collection tool, and will meet monthly to have data chats on students' progress.				\$0.00
Total:						\$263,901.08