

Polk County Public Schools

Frank E. Brigham Academy



2017-18 Schoolwide Improvement Plan

Frank E. Brigham Academy

601 AVENUE C SE, Winter Haven, FL 33880

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

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	40%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	50%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	A	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 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>.

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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 Frank E. Brigham Academy

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 mission of Brigham Academy is to ensure rigorous, relevant learning experiences that result in high achievement for all students. Students will excel in all areas of academic learning by utilizing cooperative teaching strategies, and a project-based learning approach, while focusing on high expectations and critical thinking skills.

b. Provide the school's vision statement.

It is our vision at Brigham Academy to develop each child to his or her fullest potential through both academic and personal achievement. We stress individual responsibility and citizenship, to develop tomorrow's leaders in an ever-changing global society through the promotion of Science, Technology, Engineering, and Math (STEM).

2. School Environment

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

With a low mobility rate, students at Brigham Academy develop close bonds with teachers, staff members, administration, and their peers. Through Kagan cooperative learning strategies, students and teachers build strong collaborative teams. Teachers develop relationships with families through extra curricular activities, evening events, and partnerships in PTO, reading buddies, and bi-annual conferencing.

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

Brigham students are welcomed on campus daily with a child care option, breakfast, opportunities to meet with teachers, visit the media center, and participate in extra-curricular morning activities, such as chorus.

During school, students are exposed to a variety of staff members, through our STEM program. They are provided with multiple opportunities to engage in problem-solving activities to meet the needs of all learning styles.

After school, students are offered after school child care, numerous extra-curricular activities, such as chess club, A-Team, Video Production, Book Club, K-Kids and Robotics.

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.

Brigham Academy participates in a Positive Behavioral Intervention Supports schoolwide discipline program. Posters are displayed around campus reinforcing positive behavior expectations. The assistant principal, along with the guidance counselor and discipline committee, help to manage this schoolwide program and train staff members.

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.

Brigham Academy promotes and encourages the development of positive behavior traits by focusing on the International Baccalaureate Learner Profile. Within each transdisciplinary unit, students explore and discuss the learner profile attributes. Students whom exhibit the attribute are rewarded with a certificate and recognized at award assemblies.

The guidance counselor provides counseling to students in need when requested by parents and/or school personnel. Students with a previous record of poor attendance are monitored by the guidance counselor and school social worker. Intervention meetings are held with parents to promote improved attendance. Students with improved attendance are rewarded with a special lunch with the school guidance counselor.

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.

1. Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
2. Students who receive two or more behavior referrals
3. One or more suspensions, whether in school or out of school
4. Course failure in reading or mathematics
5. A Level 1 score on the statewide, standardized assessments in reading or mathematics

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	1	3	1	1	4	1	0	0	0	0	0	0	0	11
One or more suspensions	1	0	0	2	0	1	0	0	0	0	0	0	0	4
Course failure in ELA or Math	0	0	0	0	10	0	0	0	0	0	0	0	0	10
Level 1 on statewide assessment	0	0	0	0	9	5	0	0	0	0	0	0	0	14
Students who receive two or more behavior referrals	0	0	0	0	6	7	0	0	0	0	0	0	0	13

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	6	7	0	0	0	0	0	0	0	13

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

Brigham Academy's intervention strategies include the following:
 Multi-tiered Systems of Support

After school tutoring
Behavioral counseling and modification
Differentiated Instruction

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

Brigham Academy uses a variety of means to communicate with families. We have a school website that is continuously updated to notify parents of current events. A monthly schoolwide newsletter is distributed and placed on the school's website. The principal uses the School Messenger phone system to inform parents of important information on an as needed basis. Grade levels and individual teachers send newsletters, e-mails, and communicate through agendas and phone calls. Some use the online communication Edmodo. Parents are provided access to their child's academic records through an online parent portal. Evening events are held throughout the year to highlight academics, promote literacy, and celebrate our STEM focus. In addition, to spotlight the arts program, the Art and Music department host performances throughout the school year.

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.

Brigham works diligently to develop strong relationships with the community through involvement in the Great American Teach-In. Local restaurants, Beef O'Brady's and Chick Fil A host spirit nights to support the work of our school. The Garden Club of Winter Haven has been instrumental in helping to beautify our school grounds and butterfly garden. Various local businesses support the annual Brigham Bash. Our principal attends monthly Chamber of Commerce Education Committee meetings.

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
Boland, Lynn	Principal
May, Lori	Assistant Principal
Harper, Scott	Instructional Technology
Negley, Teresa	Teacher, K-12
Bailey, Ashley	Teacher, K-12

b. Duties

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

The team is made up of administrators, guidance counselor, network manager, classroom teachers and STEM resource teachers. They will meet weekly to discuss and analyze school-wide data and discuss progress, as well as needed areas of intervention. The team will also monitor behavioral concerns through the positive behavior system. Team members will lead various learning communities to support areas of need pertaining to both academics and behavior.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The leadership team is developing a sustainability plan, in order to facilitate and continue the STEM program while balancing it with the requirements of International Baccalaureate (IB). Grade levels will complete a needs assessment to provide the leadership team with items in need of sustaining the STEM program while working towards becoming an IB School . Items needed must meet a set criteria by the principal, in order to yield the highest student impact.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Tim Lundquist	Business/Community
Lynn Boland	Principal
Carrie Spruell	Teacher
Polly Wilson	Business/Community
Carlos Unzueta	Parent
Jennifer Simpson	Parent
Niam Wang	Parent
Abdurrahim Al-Khatib	Parent
Eddy Twyford	Parent
Wendy Paulson	Teacher
Janie Bourland	Teacher
Jim Timmons	Parent
Pam Richards	Parent
Tiffany Burns	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

During the first SAC meeting, members share an overview of the previous year's school improvement plan using a survey generated by administration. Members comment on ideas/suggestions for improving areas noted as weaknesses or areas needing more attention. Results are shared openly during SAC meeting.

b. Development of this school improvement plan

The SAC meets to provide guidance and ideas through monthly meetings, which are then used for input with the school improvement plan. The SAC will provide input concerning parental involvement, funding, and extended learning opportunities. The SAC will solicit input from stakeholders during meetings.

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

N/A

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

N/A

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
Boland, Lynn	Principal
May, Lori	Assistant Principal
Davis, Zenobia	Instructional Media
Smith, Adam	Teacher, K-12
Parrish, Renee	Other
Bailey, Ashley	Teacher, K-12
Negley, Teresa	Teacher, K-12
Spruell, Carrie	Instructional Coach

b. Duties

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

The Literacy Leadership Team plays an important role in increasing reading proficiency and literacy excellence for all students. The team oversees and monitors all literacy assessments and facilitates on-going data analysis to ensure data-driven instruction is provided to all students. The principal, assistant principal, and guidance counselor will monitor student data and support materials in order to ensure students are in the appropriate groups which meet their specific literacy needs. The team provides staff development and modeling of research-based literacy best practices. The team works together to increase student motivation, engagement, and achievement levels in reading and writing through working with students and teachers.

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 will be provided with daily grade level common planning time to foster grade level cohesiveness. In addition, teachers will work together on IB STEM Units to ensure components of the program are embedded in daily instruction while also meeting to the cognitive complexity of Florida Standards and the innovative ideals of Magnet Standards.

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

Polk County Public Schools is always looking for highly qualified, certified teachers to teach our students. The method of recruitment is defined based on the need. Polk County Public Schools District brings to us thousands of highly qualified applicants. One of our recruitment strategies is our partnership with State and private colleges and universities. We welcome university and college interns and field study students to our district not only from the State of Florida university system but also out of State. Annually our district participates in many university job fairs and minority and veteran job fairs.

The district supports all teachers but especially new teachers with mentoring programs. We also provide

in-services and workshops. New teachers with zero years of experience are assigned a one on one mentor. This support is provided beyond the first year.

Lynn Boland, school principal, is the person responsible for retaining highly qualified teachers.

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

School personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set high expectations for all school personnel and include valid and reliable measures of performance.

Our school follows the district's mentoring program. The grade level's grade chair acts as a facilitator with new teachers to provide support with given materials and orient them with important procedures and policies that will affect them as they begin the school year. New teachers meet regularly with grade levels to address areas of concern and provide support as needed.

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.

Brigham ensures its instructional programs and materials are aligned to Florida Standards by creating ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. These opportunities consist of weekly grade level planning times, planning sessions with STEM teachers, the IB Coordinator and the Reading Coach. Teachers are also offered ongoing professional development related to the Florida Standards. These opportunities support a deeper level of comprehension. These conversations and learning opportunities also spark dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Brigham Academy uses the MTSS process, the use of tutorials, the use of intensive reading, or the use of small group instruction to meet the diverse needs of all students. Brigham ensures every teacher contributes to literacy improvement of every student by:

- Holding meetings on a regular basis to make decisions about literacy instruction in the school. Student data is analyzed and compared to expectations.
- Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs.
- Creating a schedule with an uninterrupted 120 minute reading block and a 90 minute math block.
- Providing iii instruction based on student needs.
- Providing instruction aligned with the Florida Standards for their grade level.
- Providing resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction).
- Administering assessments which measure instructed standards.

- Monitoring progress at the class and grade level
- Conducting data chats with students
- Creating units of study based on current data
- Choosing methods of instruction based on the needs of students (modeled, guided practice, inquiry, 5E model of instruction).

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

Strategy: After School Program

Minutes added to school year: 1,920

After School Tutoring for at risk students (pending funding)

Strategy Rationale

To provide enhanced and small group intensive instruction to those greatest in need.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Boland, Lynn, lynn.boland@polk-fl.net

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

FAIR data, STAR K-2 Literacy, Reading Wonders Assessments results, STAR Math, IBTP data, and MTSS information. Results will be analyzed at grade level meetings and data chats.

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.

All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels and content areas. Staff members implement a formal process that promotes productive discussion about student learning. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.

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.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** We will increase reading proficiency among the K-5 students.
- G2.** We will increase the percentage of points earned towards our school grade.

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. We will increase reading proficiency among the K-5 students. 1a

G098921

Targets Supported 1b

Indicator	Annual Target
ELA Achievement District Assessment	80.0
ELA/Reading Gains District Assessment	78.0

Targeted Barriers to Achieving the Goal 3

- Limited experiences with Reader's Workshop

Resources Available to Help Reduce or Eliminate the Barriers 2

- Leadership team members trained on Reader's Workshop
- Grant funding to assist with purchasing materials
- Professional learning opportunities throughout the school year
- Reading Coach and IB Coordinator
- Complete Reader's Workshop kits
- Reader's Workshop digital resources

Plan to Monitor Progress Toward G1. 8

We will collect and review STAR data to determine progress toward the goal and target.

Person Responsible

Lynn Boland

Schedule

Quarterly, from 8/26/2016 to 5/18/2018

Evidence of Completion

Data found within STAR / STAR Early Literacy Reports

G2. We will increase the percentage of points earned towards our school grade. 1a

G098922

Targets Supported 1b

Indicator	Annual Target
School Grade - Percentage of Points Earned	72.0

Targeted Barriers to Achieving the Goal 3

- Student missing instructional time due to excessive tardiness, early pick-up and poor attendance.

Resources Available to Help Reduce or Eliminate the Barriers 2

- STEM Labs integrating hands-on learning experiences
- Instructional support through administration, I.B. Grant Coordinator and school-based reading coach
- Professional learning opportunities offered on site and through the Office of Acceleration and Innovation
- 5 E Model lesson plans for Math and Science
- Transdisciplinary Unit designed around the I.B. Primary Years Programme
- Wealth of materials available through Polk County's Moodle site and SharePoint

Plan to Monitor Progress Toward G2. 8

District and state assessment data will be reviewed throughout the year to determine progress towards our goal.

Person Responsible

Lynn Boland

Schedule

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

Evidence of Completion

Evidence: STAR ELA and Math Data, FSA Results, School Grade 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. We will increase reading proficiency among the K-5 students. **1**

 G098921

G1.B2 Limited experiences with Reader's Workshop **2**

 B266296

G1.B2.S1 Instructional staff will attend professional learning on Reader's Workshop. **4**

 S282229

Strategy Rationale

In order for teachers to implement Reader's Workshop with fidelity, they will require an in-depth understanding of the instructional design driving all components of Reader's Workshop.

Action Step 1 **5**

Provide teachers will profession learning on Reader's Workshop

Person Responsible

Lynn Boland

Schedule

Monthly, from 7/28/2017 to 5/25/2018

Evidence of Completion

Mrs. Boland, along with the leadership team, to use sign-in sheets and follow-up activities to track which staff members have completed all parts of the professional learning.

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

In order to monitor professional learning, the leadership team will monitor attendance and participation.

Person Responsible

Lynn Boland

Schedule

Monthly, from 7/28/2017 to 5/18/2018

Evidence of Completion

Evidence: Professional learning sign-in sheets and follow-up activities

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

To monitor effectiveness, the leadership team will calculate professional learning attendance and track the amount of staff members whom successfully complete follow-up activities.

Person Responsible

Lynn Boland

Schedule

Monthly, from 7/28/2017 to 5/18/2018

Evidence of Completion

Evidence: Attendance percentage and completion rate of follow-up activities

G1.B2.S2 Instructional staff will implement Reader's Workshop to support the reading block and IB Units. **4**

 S282230

Strategy Rationale

After training instructional staff, it is vital to ensure professional learning is accurately applied in daily practice.

Action Step 1 **5**

Classroom walkthroughs to observe Reader's Workshop.

Person Responsible

Lynn Boland

Schedule

Monthly, from 10/12/2017 to 12/21/2017

Evidence of Completion

Evidence: Lucy Calkins' Workshop Checklist

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

To monitor and support the fidelity of implementation of Reader's Workshop, the leadership team will conduct classroom visits.

Person Responsible

Lynn Boland

Schedule

Monthly, from 10/12/2017 to 12/21/2017

Evidence of Completion

Evidence: Completed Checklists

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

To monitor and the effectiveness of implementation, the leadership will monitor reading data.

Person Responsible

Lynn Boland

Schedule

Quarterly, from 10/12/2017 to 5/25/2018

Evidence of Completion

Evidence: STAR Reading data and iStation Reports

G2. We will increase the percentage of points earned towards our school grade. 1

G098922

G2.B2 Student missing instructional time due to excessive tardiness, early pick-up and poor attendance. 2

B266298

G2.B2.S1 Give the student a preferred responsibility to be performed at the beginning or end of each day. 4

S282231

Strategy Rationale

Responsibility is an I.B. PYP key concept. It was selected to guide students towards taking socially responsible actions.

Action Step 1 5

Identify students that are missing a significant amount of instructional time due to tardiness, early pickup or absenteeism.

Person Responsible

Lynn Boland

Schedule

Monthly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Evidence: Pinnacle and Genesis Reports

Action Step 2 5

Teachers will work with the students to design and assign a preferred responsibility to be performed at the beginning or end of each day.

Person Responsible

Lynn Boland

Schedule

Monthly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Evidence: Student will create a log to track his or her 'job' complete rate.

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

To monitor and support the fidelity of implementation, leadership team members will meet with grade levels to review data, reflect on effectiveness of "student jobs" and troubleshoot.

Person Responsible

Lynn Boland

Schedule

Monthly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Evidence: Pinnacle and Genesis Reports, student logs and meeting notes

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

To monitor the effectiveness of implementation, leadership team members and classroom teachers will monitor data for evidence of a decrease in tardies and early check outs and an increase in attendance.

Person Responsible

Lynn Boland













Schedule

Quarterly, from 10/11/2017 to 5/25/2018

Evidence of Completion

Evidence: Pinnacle and Genesis Reports

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.MA1  M413390	District and state assessment data will be reviewed throughout the year to determine progress...	Boland, Lynn	8/29/2016	Evidence: STAR ELA and Math Data, FSA Results, School Grade Data	6/2/2017 monthly
G1.B2.S2.MA1  M413386	To monitor and support the fidelity of implementation of Reader's Workshop, the leadership team...	Boland, Lynn	10/12/2017	Evidence: Completed Checklists	12/21/2017 monthly
G1.B2.S2.A1  A380856	Classroom walkthroughs to observe Reader's Workshop.	Boland, Lynn	10/12/2017	Evidence: Lucy Calkins' Workshop Checklist	12/21/2017 monthly
G1.MA1  M413387	We will collect and review STAR data to determine progress toward the goal and target.	Boland, Lynn	8/26/2016	Data found within STAR / STAR Early Literacy Reports	5/18/2018 quarterly
G1.B2.S1.MA1  M413383	To monitor effectiveness, the leadership team will calculate professional learning attendance and...	Boland, Lynn	7/28/2017	Evidence: Attendance percentage and completion rate of follow-up activities	5/18/2018 monthly
G1.B2.S1.MA1  M413384	In order to monitor professional learning, the leadership team will monitor attendance and...	Boland, Lynn	7/28/2017	Evidence: Professional learning sign-in sheets and follow-up activities	5/18/2018 monthly
G1.B2.S1.A1  A380855	Provide teachers will profession learning on Reader's Workshop	Boland, Lynn	7/28/2017	Mrs. Boland, along with the leadership team, to use sign-in sheets and follow-up activities to track which staff members have completed all parts of the professional learning.	5/25/2018 monthly
G2.B2.S1.MA1  M413388	To monitor the effectiveness of implementation, leadership team members and classroom teachers will...	Boland, Lynn	10/11/2017	Evidence: Pinnacle and Genesis Reports	5/25/2018 quarterly
G2.B2.S1.MA1  M413389	To monitor and support the fidelity of implementation, leadership team members will meet with grade...	Boland, Lynn	8/14/2017	Evidence: Pinnacle and Genesis Reports, student logs and meeting notes	5/25/2018 monthly
G2.B2.S1.A1  A380857	Identify students that are missing a significant amount of instructional time due to tardiness,...	Boland, Lynn	8/14/2017	Evidence: Pinnacle and Genesis Reports	5/25/2018 monthly
G2.B2.S1.A2  A380858	Teachers will work with the students to design and assign a preferred responsibility to be...	Boland, Lynn	8/14/2017	Evidence: Student will create a log to track his or her 'job' complete rate.	5/25/2018 monthly
G1.B2.S2.MA1  M413385	To monitor and the effectiveness of implementation, the leadership will monitor reading data.	Boland, Lynn	10/12/2017	Evidence: STAR Reading data and iStation Reports	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. We will increase reading proficiency among the K-5 students.

G1.B2 Limited experiences with Reader's Workshop

G1.B2.S1 Instructional staff will attend professional learning on Reader's Workshop.

PD Opportunity 1

Provide teachers will profession learning on Reader's Workshop

Facilitator

School-based Leaders, Members of the Magnet Office and Lucy Calkins' Trainers

Participants

All instructional staff members

Schedule

Monthly, from 7/28/2017 to 5/25/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B2.S1.A1	Provide teachers will profession learning on Reader's Workshop	\$0.00
2	G1.B2.S2.A1	Classroom walkthroughs to observe Reader's Workshop.	\$0.00
3	G2.B2.S1.A1	Identify students that are missing a significant amount of instructional time due to tardiness, early pickup or absenteeism.	\$0.00
4	G2.B2.S1.A2	Teachers will work with the students to design and assign a preferred responsibility to be performed at the beginning or end of each day.	\$0.00
Total:			\$0.00