

Michael Mccoy Elementary

5225 S SEMORAN BLVD, Orlando, FL 32822

[no web address on file]

School Demographics

School Type

Elementary

Title I

Yes

Free/Reduced Price Lunch

100%

Alternative/ESE Center

No

Charter School

No

Minority

90%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	B	A	A

School Board Approval

This plan was approved by the Orange County School Board on 2/10/2015.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (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 is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

To be the top producer of successful students in the nation

School Environment

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

Our school staff establishes positive relationships with students and their families. As part of our ongoing efforts, classroom teachers engage students and their families in "getting to know you" activities/projects throughout the year. In addition, open communication is fostered via student agendas provided by the school, parent conferences, parent nights, school events, and parent organizations such as PTA, SAC, PLC. Through the use of district Title III funds, our school provides ESOL classes for parents each semester. Through our YMCA partnership, parents are additionally engaged in school related activities, tutoring for students and a free summer academic/enrichment program.

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

Our school fosters an environment of mutual respect and collaboration by establishing expectations, procedures and emphasis in positive relationships as the foundation. Our school implements a school-wide behavior plan, a character education program and has a system in place for student reporting to teachers, counselor and/or administrators.

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

Our school-wide behavior plan is implemented in all classrooms. It provides a common language, consistent expectations and opportunities for students to be recognized/corrected for their behavior throughout the day. Our plan is a "ladder" system that allows students to move up and down various colors throughout the day empowering students to make positive choices and turn their behavior around when mistakes are made. In addition, school-wide procedures are in place for arrival, breakfast, lunch, dismissal and safety.

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

Our school employs a full-time Guidance Counselor who oversees our character education program, mental health/counseling services by outside agencies, bullying prevention, and provides direct services to students via small group/individual sessions as needed. In addition, our school participates in the DARE program, Learning for Life and AVID.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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

Through the implementation of MTSS, our school monitors the academic and behavioral progress of each student. In addition, attendance is monitored twice per grading period. Individual plans for student success are developed for students who are not being successful in any of the categories listed above.

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	24	26	32	21	13	15	131
One or more suspensions	3	1	2	1	2	6	15
Course failure in ELA or Math	0	0	32	18	24	13	87
Level 1 on statewide assessment	0	0	0	43	28	44	115

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

Indicator	Grade Level					Total
	K	2	3	4	5	
Students exhibiting two or more indicators	1	10	25	15	17	68

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

Students who are struggling academically are provided small group instruction daily within their classroom. If significantly below grade level, their intervention is provided twice a day within the classroom. In addition, students in grades 2-5 who are significantly below grade level in reading/math are invited to participate in an intervention period during special areas at least 4 times a week. Parents who are interested, sign waivers. Students in grades 3-5 who are below grade level in reading/math are invited to participate in after-school tutoring at least twice a week. Whenever needed and based on the needs of students, some students may also receive one on one, targeted instruction within the school day.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/200833>.

Description

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

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

Our school implements our district's Partners in Education (PIE) program. Through PIE, we identify community partners to support school needs and/or initiatives such as donations of school supplies, volunteer hours, donations for staff/student recognition/appreciation. Partners are recognized throughout the year for their involvement (certificates, pictures, student artwork, thank you cards) and encouraged to continue their partnership.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

Name	Title
Martinez, Elaine	Principal
Smith, Jackie	Assistant Principal
Mihelich, Tracy	Teacher, K-12
Witengier, Beth	Teacher, K-12
Gomez, Julie	Instructional Coach
Roberts, Kristina	Guidance Counselor
Lattin, Callie	Instructional Coach
Lopez, Tammy	Other

Duties

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

The leadership team supports school administrators in the day to day operations of the school such as before and after school supervision of students. They provide feedback to teachers on specific instructional practices observed within their classrooms, support lesson planning through Professional Learning Communities, provide professional development, assist with monitoring of student progress, facilitate academic support for struggling students during/beyond the school day, and develop instructional focus calendars. In addition, the instructional coaches mentor teachers, model lessons and coach them on best instructional practices.

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

A multi-tiered instructional plan was developed as a standard protocol for instruction in reading and math. Each protocol includes a progress monitoring plan to measure the effectiveness of each approach. Small group, differentiated instruction is provided daily to all students in reading and math. In addition, our ESE students are provided services via inclusion. Interventions beyond those provided within each classroom are provided for students performing below grade level, during and/or after the school day.

Title I, Part A

Funds allocated to our school are used to fund instructional positions such as Reading Coach, Math Coach, CRT and Science Coach. In addition, funds are set aside to provide after-school tutoring for at risk students, parent involvement, technology, professional development, and supplemental resources.

Title I, Part C- Migrant

The district's Migrant Liaison provides services and support to parents and students

Title I, Part D

Our school maintains class size requirements as required by the State of Florida. K-3: 18 students, 4-8: 22 students

Title III

Title III funding is provided through the district for English Language Learners as well as the education of immigrant students.

Title X- Homeless

The district homeless liaison works with the Guidance Counselor and Title I Parent Resource Teacher at the school-level to ensure the needs are met for our homeless population.

Supplemental Academic Instruction (SAI)

SAI funds are used to provide a Certified Tutor to support students during the school day, funds transportation home from after-school tutoring and supplemental resources for tutoring and interventions.

Violence Prevention Programs

McCoy Elementary School has incorporated the Super Kids program in partnership with the Orlando Police Department. The Super Kids curriculum is taught by our School Resource Officer to our 5th graders. In addition, our Guidance Counselor provides ongoing Character Education lessons to students in grades K-5.

Nutrition Programs

McCoy Elementary School promotes an environment of nutritional awareness and follows the OCPS Food and Nutrition Services Guidelines. One hundred percent of our students are eligible to receive free breakfast and lunch at school.

Housing Programs

N/A

Head Start

Although our school does not provide Head Start services, they are available through various schools in our school district.

Adult Education

McCoy provides an after-school program for adults to learn English. Adult education is provided through our district community schools and technical centers. Information is available in our office and district website regarding services available.

Career and Technical Education

Career and Technical Education is provided through our district community schools and technical centers. Information is available in our office and district website regarding services available.

Job Training

Job training is provided through our district community schools and technical centers. Information is available in our office and district website regarding services available

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Elaine Martinez	Principal
Shelli Carpenter	Teacher
Ana Rodriguez	Teacher
Tere Rodriguez	Teacher
Mirian Ortega	Teacher
Pam Latimer	Teacher
Carmen Miranda	Teacher
Gary Rice	Business/Community
Jahleba Benjamin	Parent
Janies Prado	Parent
Dontea Orr	Parent
Yaritza Garcia	Parent
Yolanda Rolon	Parent
Llinis Olivier	Parent
Rosanlly O'Dwyer	Parent
Arlena Cordero	Parent
Sue Burns	Education Support Employee

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

During our initial meeting, the SAC reviews student achievement data for the previous year as well as the strategies that supported gains or what may have resulted in any loss.

Development of this school improvement plan

SAC meets regularly to monitor progress on the current school improvement plan and to begin to develop next year's school improvement plan.

Preparation of the school's annual budget and plan

Each spring, the school principal develops a budget projection for the following year. The budget projection is presented to the SAC in April/May for input before final submission to the school district. A draft of the School Improvement Plan is developed throughout the year and finalized at the beginning of the year after student achievement data is reviewed.

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

Specific school improvement funds were not allocated to our school. However, throughout this plan, we will outline how our funds will be allocated to support instruction and increased achievement.

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

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Gomez, Julie	Instructional Coach
Pittendreigh, Ginny	Teacher, K-12
Rodriguez, Ana	Teacher, K-12
Madhav, Nirmala	Teacher, K-12
Rice, Brooke	Teacher, K-12
Mann, April	Teacher, K-12
Garcia, Diana	Teacher, K-12
LaFace, Alycia	Teacher, K-12
Martinez, Elaine	Principal
Smith, Jackie	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

The LLT focuses on providing professional development, coaching and support to teachers on differentiated instruction, progress monitoring and the new Florida Standards. In addition, they will promote the use of computer-based programs at home such as Lexia, Reading Plus, My ON Reader and AR as well as host a school-wide Literacy Night.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

The school schedule fosters collaboration by providing common planning time for grade levels. Weekly PLC meetings are scheduled for collaborative planning of ELA and Math with the support of our Reading Coach, Math Coach, TIF STEM Coach and District Resource Teachers. Teachers are encouraged to visit each others' classrooms and instructional rounds are scheduled as part of our professional development plan.

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

1. All teachers hired at McCoy Elementary School are highly qualified by their certification and degree. Principal
2. Teachers work in teams to facilitate planning and provide support. Leadership Team, Teachers
3. A specific member of the Leadership Team is assigned to work with each grade level team to provide ongoing support and assistance. Principal

4. Ongoing staff development and team meetings with the Principal and/or Leadership Team also serve as support for teachers. Principal, Leadership Team, District Personnel, Consultants

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

- An Instructional Coach is identified to serve as the liaison for new teachers and new teachers to our school.
- An orientation to our school is provided for all new teachers and new teachers to our school during pre-planning and/or upon hiring.
- All new teachers are assigned a mentor who has been teaching for at least 3 years, has been at our school for at least one year and has been trained on Clinical Educator. This is usually someone within their grade level.
- New teacher meetings are held periodically to address the needs of new teachers and/or new teachers to our school.
- Additional staff development sessions are provided to new teachers and/or new teachers to our school on instructional practices, programs, teacher evaluation, etc. in order to ensure they are up to par with returning teachers.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Our school uses the district adopted core and intervention programs. In addition, we subscribe to standards-based instruction where the standards drive instruction, not the materials.

Instructional Strategies

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

Progress monitoring data is collected weekly, bi-weekly and monthly for all students. Data is monitored by school administrators and the leadership team. If concerns are noted regarding any student's progress, an MTSS meeting is held to identify strategies to support the student's learning. Students who are working below grade level receive additional intervention in small groups within the classroom. If significantly below grade level, students receive two sessions daily using supplemental instructional resources. In addition, students who are below grade level may receive additional support outside the classroom during the school day or invited to tutoring after-school.

All students receive additional support via our computer-based programs: Imagine Learning, Lexia, Reading Plus and ST Math. Students are encouraged to use these programs at home, before school, after school and even during the summer.

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: 6,000

Students in grades 3-5 who are performing below grade level in reading and/or math are invited to after-school tutoring. Students attend three hours a week for reading and two and half hours for math. The tutoring sessions are provided by certified teachers. Interventions support classroom instruction and supplement other interventions provided during the school day.

Strategy Rationale

Increasing the instructional time for students who are below grade level is designed to increase student achievement and close the achievement gap.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Lattin, Callie, callie.lattin@ocps.net

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

Attendance and progress monitoring data is collected on the specified measures used during after-school tutoring.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

- Kindergarten registration information is distributed starting in March/April. It is also made available in our school website, district website and via local media.
- When parents register, they are provided Kindergarten readiness information and a book to take home to practice Kindergarten readiness skills.
- Kindergarten teachers make individual appointments with parents and students assigned to their class to familiarize them with the classroom and the teacher prior to the start of the school year.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

To advance college and career awareness, McCoy provides multiple exposures to college and career options for students including providing a college bound atmosphere campus wide. Students are exposed to various careers through our Teach-In celebration in November and through our partnership with the UCF Honors College program where UCF students visit our school every Tuesday for 8 weeks. During that time, each UCF business student participating works with a specific classroom to develop college and career awareness. McCoy also has a college shirt day throughout the year where staff and students are encouraged to wear collegiate apparel to bring attention and support towards college readiness.

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

To prepare our students for 21st century careers with technology and industry, McCoy has increased access to digital curriculum and access through the use of Reading Plus, Lexia, ST Math, My ON Reader, Accelerated Reader, and HMH Think Central for interactive lessons and digital experiments to provide real world experiences. Smart Boards and technology integration in the classroom is implemented to prepare 21st century learners for careers involving computers, virtual manipulatives and labs, and safe searches on the internet for research projects.

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

STEM inquiry investigations and experiments are taking place quarterly within the academic instruction to provide hands on experience with science, math, engineering, and technology integration and problem solving in real world situations. Virtual manipulatives and science labs are used to expose students to technical alternatives for problem solving. In addition, we are utilizing computer based intervention and motivation programs such as Reading Plus, Lexia, ST Math, My ON Reader, Accelerated Reader, and HMH Think Central.

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

The strategies implemented at McCoy for improving student readiness based on the annual analysis of the High School Feedback report include immediate assessments, intensive interventions, and strategic fluid instructional groups. Beginning of the year diagnostic assessments provided through Journeys and Go Math will be used to identify deficiencies. Teachers will form fluid and strategic intervention groups to provide remediation and enrichment support starting in September and continuing throughout the school year to increase reading and math proficiency to prepare students for on grade level or above coursework in their later academic career. In addition, STEM activities are embedded in the instruction to provide real world problem solving integration and prepare 21st century learners for future academics in science, math, engineering, or technology fields. Another strategy is the implementation and digital access through the use of computer programs and digital curriculum to prepare learners for communicating and demonstrating knowledge with technology as a means of communication. Besides strategies for instruction, recognition strategies are in place to honor academic achievement and motivate student goal setting. The quarterly honor roll award ceremonies recognize academic achievement for 2-5 students earning A and B letter grades.

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.** Teachers will gain competence in rigorous, standards based instruction and the Instructional Framework in reading and math.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Teachers will gain competence in rigorous, standards based instruction and the Instructional Framework in reading and math. 1a

G035771

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	66.0
AMO Math - All Students	66.0

Resources Available to Support the Goal 2

- Weekly PLC meetings in reading and math
- Staff development on backwards lesson design and the new Florida Standards
- Staff development on Webb's Depth of Knowledge
- Staff development and support on Marzano's Instructional Framework

Targeted Barriers to Achieving the Goal 3

- Teachers are learning to effectively align new state standards, instruction and assessment

Plan to Monitor Progress Toward G1. 8

Monitor Progress

Person Responsible

Elaine Martinez

Schedule

Biweekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Student Achievement Data, I-Observations, Lesson Plans

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. Teachers will gain competence in rigorous, standards based instruction and the Instructional Framework in reading and math. **1**

 G035771

G1.B1 Teachers are learning to effectively align new state standards, instruction and assessment **2**

 B085729

G1.B1.S1 Provide professional development through PLC's on backwards lesson design **4**

 S096423

Strategy Rationale

By effectively aligning the new standards to their instruction and assessment, teachers will be more effective and student achievement will increase.

Action Step 1 **5**

Provide professional development through PLC's on backwards lesson design

Person Responsible

Tracy Mihelich

Schedule

Biweekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

PLC Minutes, School Calendar

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

Monitor Implementation of Standards-Based Instruction

Person Responsible

Elaine Martinez

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Lesson Plans, Instructional Calendars, I-Observations, Walkthroughs, PLC Minutes

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

Effectiveness of Standards-Based Instruction

Person Responsible

Elaine Martinez

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Student Achievement Data, PLC Minutes, Lesson Plans

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Provide professional development through PLC's on backwards lesson design	Mihelich, Tracy	8/18/2014	PLC Minutes, School Calendar	5/29/2015 biweekly
G1.MA1	Monitor Progress	Martinez, Elaine	8/18/2014	Student Achievement Data, I-Observations, Lesson Plans	5/29/2015 biweekly
G1.B1.S1.MA1	Effectiveness of Standards-Based Instruction	Martinez, Elaine	8/18/2014	Student Achievement Data, PLC Minutes, Lesson Plans	5/29/2015 monthly
G1.B1.S1.MA1	Monitor Implementation of Standards-Based Instruction	Martinez, Elaine	8/18/2014	Lesson Plans, Instructional Calendars, I-Observations, Walkthroughs, PLC Minutes	5/29/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Teachers will gain competence in rigorous, standards based instruction and the Instructional Framework in reading and math.

G1.B1 Teachers are learning to effectively align new state standards, instruction and assessment

G1.B1.S1 Provide professional development through PLC's on backwards lesson design

PD Opportunity 1

Provide professional development through PLC's on backwards lesson design

Facilitator

School's Leadership Team, TIF STEM Coaches, District Coaches

Participants

Teachers

Schedule

Biweekly, from 8/18/2014 to 5/29/2015

Technical Assistance Items

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

Budget Rollup

Summary	
Description	Total
Goal 1: Teachers will gain competence in rigorous, standards based instruction and the Instructional Framework in reading and math.	10,000
Grand Total	10,000

Goal 1: Teachers will gain competence in rigorous, standards based instruction and the Instructional Framework in reading and math.		
Description	Source	Total
B1.S1.A1 - Substitutes for teachers to attend training and hourly stipends for teachers to have additional staff development time beyond the school day.	Title I Part A	5,000
B2.S1.A1 - Substitutes for teachers to attend training.	Title I Part A	5,000
Total Goal 1		10,000