

# Blanche H. Daughtrey Elementary



2014-15 School Improvement Plan

## Blanche H. Daughtrey Elementary

515 63RD AVE E, Bradenton, FL 34203

www.manatee.k12.fl.us

### School Demographics

**School Type**  
Elementary

**Title I**  
Yes

**Free/Reduced Price Lunch**  
97%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority**  
94%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	F	F	D

### School Board Approval

This plan is pending approval by the Manatee County School Board.

### SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or 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
Monitoring Only	4	<a href="#">Jim Browder</a>
Former F	Turnaround Status	
Yes		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

The mission of Blanche H. Daughtrey Elementary is to prepare students for academic success and life as responsible citizens by engaging them in a rigorous curriculum infused with the arts and sciences.

##### **Provide the school's vision statement**

We will engage our students in a rigorous curriculum, infused with the arts and sciences.

#### School Environment

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

Daughtrey Preparatory administration and staff is determined to provide our students with the tools necessary to become successful in an ever-changing world. To this end, we have attempted to create an environment that is all-inclusive, encourages creativity, celebrates diversity, and produces individuals who are concerned about each other.

Character traits are taught monthly. The character virtues / pillars are as follows: respect and responsibility, citizenship/patriotism, kindness, tolerance, self-control, cooperation, honesty, perseverance.

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

Daughtrey Preparatory utilizes the PBS program, Safety Patrols, and community volunteers. Daughtrey has a Boys and Girls Club which provides after school and summer programming at no cost to family. School opens at 7:30 am to provide a safe place for students. Breakfast is available to all free of charge.

##### **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**

Mr. Rodgers, our school support specialist, has specialized training to implement the MCSB student discipline plan. He utilizes the RTI behavior protocol. Our PBS team supports positive student behavior. All student behavior is monitored by teachers and reported to families via a tracker. This provides documentation for the school, teacher and the family. The school proactively provides "Guidance" as one of the specials times for K-2 (including ESE) students. The school wide expectations are consistently messaged via posters throughout the school. During daily morning announcements /TV messages, we recite the Pledge of Allegiance and the Daughtrey Promise. The Daughtrey Promise is: As a student at Daughtrey School of Arts and Sciences, today and every day I Promise to be respectful and responsible and ready to learn. Our social worker meets with students after out-of-school suspensions; and monitors tardies and suspensions.

##### **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**

1. The school has two counselors. Guidance is a specials rotation for K-2 students. Direct Instruction is provided for each of the character pillars.
2. We utilize a school wide mentor program. EVERY staff member is encouraged to develop a 1-1 mentoring relationship with identified students.
3. Social skills are taught and practiced in small and large groups.
4. Students are targeted for specialized groups such as divorce, children in transition, etc.
5. Project Heart helps students and families identified as homeless.
6. EFELT: Elks Feeding Empty Little Tummies - provides weekend food bags for identified students.
7. Daughtrey maintains a clothes closet for all in need. School uniforms, underwear, socks, shoes, etc are available.

**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**

1. Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension. Reports are run each week through our Student Information system.
2. One or more suspensions, whether in school or out of school are monitored by the Student Support Specialist each week.
3. Course failure in English Language Arts or mathematics. The lowest 25 percent quartile students are monitored via our MTSS team.
4. A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics
5. Any student who has been brought to MTSS will be monitored on a weekly basis.

**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	0	0	0	0	0	0	
One or more suspensions	8	40	44	38	87	61	278
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	58	36	40	134

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

1. MTSS - We implement a full multi-tiered student support system.
2. Daughtrey has an extended day to provide extra reading support.
3. Daughtrey differentiates instruction to meet the needs of all learners.
4. I Ready will be used in 3rd, 4th and 5th grade to support reading and math instruction.
5. I Ready in grades K-2 will be utilized to benchmark student achievement and set learning goals.

6. SRA -2 supports reading K-5.
7. Action 100 in K-5 supports reading fluency and comprehension.
8. After school remediation groups are offered each spring in preparation for standardized assessments.

## 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/209214>.

#### **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**

Daughtrey Elementary welcomes the support of partnerships with the local community. Many relationships have been built over time; including:

- Pastor Jerry - YMCA Community Liaison
- Boys and Girls Club
- Church of the Cross
- Bayside Community Church - provides supplies
- Donations for signage
- United Way Reading Pals
- Elks organization
- Business Partners are being developed

## 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
McDonald, Ann	Principal
Heathcote, Lisa	Assistant Principal
Rodgers, Jeffrey	Other
Carney, Kara	Instructional Coach
Preasault, Carmen	Instructional Coach
Smith, Richard	Instructional Coach

### Duties

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

The Daughtrey School Leadership team meets weekly on Friday mornings. We collaborate on establishing goals for the school and addressing current issues and student needs. The team meets with all grade levels and subject areas to practice efficient and effective data driven instruction.

**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 Daughtrey Leadership team aligns all available personnel to the Manatee County Public schools required curriculum including curriculum road maps.

The methodology for coordinating and supplementing federal, state and local funds, services and programs

We have shared expectations via the Danielson Model about what teaching and learning evidence to gather during class walk throughs and formal teacher observations.

Student work samples and data drive our instruction.

Inventory of resources is maintained by the reading, math and science instructional coaches.

Dollars are utilized strategically to address the greatest needs. This year, our emphasis is on reading. Daughtrey has a 76% ESOL population and 95% FRP.

Diagnostics and data is utilized to meet student needs.

### School Advisory Council (SAC)

#### Membership

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

Name	Stakeholder Group
Ann McDonald	Principal
Lisa Heathcote	Principal
Leticia Martinez	Parent

#### 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*

The SAC reviewed, modified and accepted the Daughtrey 13-14 SIP. The SAC made suggestions about how to get more parents involved in Daughtrey. SAC input was noted.

*Development of this school improvement plan*

The SAC was presented with a draft of the 2014-2015 SIP. Input from the SAC was considered.

*Preparation of the school's annual budget and plan*

Currently not funds available for budget item.

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

No funds spent from School improvement funds last year.

**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
Carney, Kara	Instructional Coach
Heathcote, Lisa	Assistant Principal
McDonald, Ann	Principal
Preasault, Carmen	Instructional Coach

**Duties**

**Describe how the LLT promotes literacy within the school**

Daughtrey Literacy team meets once a month to problem-solve how to increase Literacy awareness school-wide. Daughtrey holds two Family Reading Nights, two book fairs and monitors reading through Action 100 logs. We also plan to educate our parents through Literacy workshops.

**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**

- All teams have common planning time.
- Grades 4 and 5 are departmentalized. This allows subject area expertise.
- Modified Wednesdays are utilized for collaborative teacher planning.
- Instructional coaches are utilized to support collaborative planning in reading, math and science.
- Content area teacher leaders are offered professional development and share with their teams.

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

- Performance pay will be implemented to enhance Title 1 teacher salary.

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

We have three instructional coaches (reading, math, science) who mentor all teachers. The team leader at each grade level provides support to the rest of the team, and new teachers are given additional support by administration, instructional coaches and team leaders.

## **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***

The Manatee Public School district provides us with Curriculum maps. The instructional coaches and administration monitor that classroom instruction is aligned to the standards. Lesson plans are submitted by teachers on a weekly basis, and reviewed by the leadership team. Administration will also conduct academic walkthroughs to verify core and materials are aligned.

#### **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***

We utilize a data-driven culture to drive our instruction. Our benchmarks / assessments are analyzed after each assessment and the data team meets to target instruction to specific students via an action plan. The action plan may involve strategic instructional groups, differentiated instruction, and flexible scheduling. Students are strategically grouped by achievement levels in math in grades 4 and 5. Extra support and challenge is provided for students who are achieving above / below grade level/ benchmark expectations.

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

**Strategy:** Extended School Day

**Minutes added to school year:** 1,080

- K - Action 100 and Wilson Foundation
- 1- Action 100 and Wilson Foundation
- 2 - Action 100 and Wilson Foundation
- 3 - Action 100 and I Ready, Vocabulary Builder
- 4 - Action 100 and I Ready, Rewards
- 5 - Action 100 and I Ready, Rewards +

**Strategy Rationale**

- K - Develops fluency and comprehension and phonemic awareness and phonics and vocabulary
- 1 - Develops fluency and comprehension and phonemic awareness and phonics and vocabulary
- 2 - Develops fluency and comprehension and phonemic awareness and phonics and vocabulary
- 3 - Develops fluency, comprehension and vocabulary
- 4 - Develops fluency, comprehension and vocabulary
- 5 - Develops fluency, comprehension and vocabulary

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Preasault, Carmen, preseauc@manateeschools.net

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

1. I-Ready provides assessments and diagnostics to drive instruction.
2. Promotes school wide reading culture.
3. Parents will sign reading logs.
4. Student DRA Reading Levels.
5. Action 100 IRLA
6. Acaletics Assessments
7. District Quarterly Benchmarks
8. Wonders
9. Words Their Way

**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 roundup occurs each Spring.
- Middle School Guidance Counselor comes in the Spring to introduce students to middle school concepts and assist students in selecting classes.

**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**

- The entire staff makes big efforts to promote student academic, social and emotional success. The Chamber of Commerce sponsors Junior Achievement who come to 4th grade.
  - The United Way utilizes a Book Buddy Program with our Kindergarten students. Community volunteers read to students each week, and develop a personal relationship with one particular student.
- Boys / Girls Club promotes citizenship, education, leadership and career awareness. 117 students participate in the boys and girls club at Daughtrey.

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

NA

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

STEM is offered at Daughtrey. In addition we have a Technology Student Association.

***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***

NA

## 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.** Student proficiency will increase by 10% in reading and math through the use of effective small-group instruction.
- G2.** Goal 2: Student proficiency will increase by 10% in reading and math by utilizing with fidelity research-based supplemental programs, SRA 2.0, Action 100, I-Ready, Acaletics, Top Writes and Rewards.
- G3.** Student proficiency will increase by 10 % in reading and math through incorporation of writing strategies within each content area.

## 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.** Student proficiency will increase by 10% in reading and math through the use of effective small-group instruction. 1a

G042798

**Targets Supported** 1b

Indicator	Annual Target
AMO Math - All Students	55.0
AMO Reading - All Students	55.0

**Resources Available to Support the Goal** 2

- We will provide teachers with time to plan for instructional groupings. We will provide teachers with Daily 5 strategies for managing students during the time students are working with the teacher. We will utilize instructional groupings that I Ready provides us.

**Targeted Barriers to Achieving the Goal** 3

- 1. Teachers need Professional Development on how to plan for and implement small, strategic and flexible instructional groups.

**Plan to Monitor Progress Toward G1.** 8

We will utilize district quarterly assessments and I-Ready data.

**Person Responsible**

Ann McDonald

**Schedule**

Biweekly, from 9/1/2014 to 5/29/2015

**Evidence of Completion**

We will utilize district quarterly assessments and I Ready data, progress reports and report cards.

**G2.** Goal 2: Student proficiency will increase by 10% in reading and math by utilizing with fidelity research-based supplemental programs, SRA 2.0, Action 100, I-Ready, Acaletics, Top Writes and Rewards. 1a

G042789

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	55.0
AMO Math - All Students	55.0

**Resources Available to Support the Goal** 2

- Reading Pal Program through United Way, Action 100, Acaletics, SRA 2.0, Writing Curriculum (Top Writes), I Ready, and Rewards.

**Targeted Barriers to Achieving the Goal** 3

- All teachers need formal training to be proficient using the variety of technology resources.

**Plan to Monitor Progress Toward G2.** 8

Student progress will be monitored each quarter.

**Person Responsible**

Ann McDonald

**Schedule**

Quarterly, from 9/4/2014 to 6/5/2015

**Evidence of Completion**

Each program will come with a tool to monitor student progress.

**G3.** Student proficiency will increase by 10 % in reading and math through incorporation of writing strategies within each content area. 1a

G041047

**Targets Supported** 1b

Indicator	Annual Target
AMO Math - All Students	55.0
AMO Reading - All Students	55.0

**Resources Available to Support the Goal** 2

- We utilize the Top Writes program. We have requested a DA resource person who will offer guidance to coaches. Anchor papers for teachers to reference. We will utilize the Writing Across the Content areas in the curriculum roadmaps.

**Targeted Barriers to Achieving the Goal** 3

- Student skills have increased, but we still have a proficiency gap between primary and intermediate.

**Plan to Monitor Progress Toward G3.** 8

Reading: I Ready Assessment, district assessment benchmarks, IRLA

**Person Responsible**

**Schedule**

Quarterly, from 9/3/2014 to 6/5/2015

**Evidence of Completion**

I Ready data will be utilized in monitoring progress in comprehension,

**Plan to Monitor Progress Toward G3.** 8

Reading: I Ready, IRLA Levels, SRA 2.0, Wonders benchmark assessments, State test

Math: Quarterly benchmark tests, State test

**Person Responsible**

**Schedule**

On 6/5/2015

**Evidence of Completion**

I Ready Assessments, State Assessments

## 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.** Student proficiency will increase by 10% in reading and math through the use of effective small-group instruction. **1**

 G042798

**G1.B1** 1. Teachers need Professional Development on how to plan for and implement small, strategic and flexible instructional groups. **2**

 B104553

**G1.B1.S1** We will provide PD by grade level, in small group instruction. **4**

 S122258

### Strategy Rationale

Teachers need to have time to develop shared understandings about effective small group instruction. This will develop their confidence, both individually and collectively.

### Action Step 1 **5**

Teachers will be supported within their team and grade level.

#### Person Responsible

Lisa Heathcote

#### Schedule

Biweekly, from 9/1/2014 to 5/29/2015

#### Evidence of Completion

Team Meeting agendas and staff development sign in sheets.

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

We will utilize teacher reflections and conversations to monitor progress.

**Person Responsible**

Lisa Heathcote

**Schedule**

Biweekly, from 9/1/2014 to 5/29/2015

**Evidence of Completion**

Will will utilize teacher reflections, exit slips to monitor progress.

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

We will meet with grade-alike teams twice a month. We will monitor student effectiveness during our data meetings two times a month.

**Person Responsible**

Lisa Heathcote

**Schedule**

Biweekly, from 9/1/2014 to 5/29/2015

**Evidence of Completion**

We will utilize teacher lesson plans, view groupings of students, data from multiple sources, and students proficiency / growth.

**G2.** Goal 2: Student proficiency will increase by 10% in reading and math by utilizing with fidelity research-based supplemental programs, SRA 2.0, Action 100, I-Ready, Acaletics, Top Writes and Rewards. 1

G042789

**G2.B2** All teachers need formal training to be proficient using the variety of technology resources. 2

B110901

**G2.B2.S1** Teachers will be provided with PD to develop capacity to utilize the varied technology programs. Real-time data generated will be monitored and analyzed to determine effective instructional strategies utilizing these programs. 4

S122353

### Strategy Rationale

Teachers will implement research-based supplemental programs to move students to proficiency as measured by grade level performance.

### Action Step 1 5

We will schedule PD for each program.

#### Person Responsible

Ann McDonald

#### Schedule

On 5/29/2015

#### Evidence of Completion

PD Calendar, agendas, sign in sheets

### Action Step 2 5

We will monitor progress of data points during weekly data chat meetings. Documentation of student progress will be measured and archived.

#### Person Responsible

Ann McDonald

#### Schedule

On 6/8/2015

#### Evidence of Completion

Spreadsheet data points designed for each grade level, MTSS notes, data team meeting notes.

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

Teachers will attend differentiated PD in targeted areas.

**Person Responsible**

Ann McDonald

**Schedule**

On 5/29/2015

***Evidence of Completion***

PD Sign in sheets, agendas, and proficient teacher utilization of various technology.

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

Our data team will monitor increasing student performance.

**Person Responsible**

Ann McDonald

**Schedule**

Biweekly, from 9/1/2014 to 5/29/2015

***Evidence of Completion***

Data from each of the technologies will be collected and analyzed. Action plans will be implemented when appropriate.

**G3.** Student proficiency will increase by 10 % in reading and math through incorporation of writing strategies within each content area. 1

G041047

**G3.B1** Student skills have increased, but we still have a proficiency gap between primary and intermediate. 2

B103437

**G3.B1.S1** Writing will be embedded across the content areas. 4

S122392

### Strategy Rationale

Students will be provided with writing strategies and opportunities to develop writing proficiency in all content areas.

### Action Step 1 5

Students will be writing in all content areas.

#### Person Responsible

Ann McDonald

#### Schedule

Daily, from 9/1/2014 to 5/29/2015

#### Evidence of Completion

Student writing samples within each content area.

### Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Coaches will monitor student writing samples, journals, etc. during grade level meetings.

#### Person Responsible

Ann McDonald

#### Schedule

Biweekly, from 9/1/2014 to 5/29/2015

#### Evidence of Completion

We will utilize student work samples, team agendas, student performance to monitor implementation of this strategy.

**Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7**

We will monitor lesson plans, meet with grade level teachers to address writing gaps.

**Person Responsible**

Ann McDonald

**Schedule**

Quarterly, from 9/1/2014 to 5/29/2015

**Evidence of Completion**

We will utilize lesson plans, and student performance to monitor effectiveness of this goal.

**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	Teachers will be supported within their team and grade level.	Heathcote, Lisa	9/1/2014	Team Meeting agendas and staff development sign in sheets.	5/29/2015 biweekly
G2.B2.S1.A1	We will schedule PD for each program.	McDonald, Ann	9/1/2014	PD Calendar, agendas, sign in sheets	5/29/2015 one-time
G3.B1.S1.A1	Students will be writing in all content areas.	McDonald, Ann	9/1/2014	Student writing samples within each content area.	5/29/2015 daily
G2.B2.S1.A2	We will monitor progress of data points during weekly data chat meetings. Documentation of student progress will be measured and archived.	McDonald, Ann	10/3/2014	Spreadsheet data points designed for each grade level, MTSS notes, data team meeting notes.	6/8/2015 one-time
G1.MA1	We will utilize district quarterly assessments and I-Ready data.	McDonald, Ann	9/1/2014	We will utilize district quarterly assessments and I Ready data, progress reports and report cards.	5/29/2015 biweekly
G1.B1.S1.MA1	We will meet with grade-alike teams twice a month. We will monitor student effectiveness during our data meetings two times a month.	Heathcote, Lisa	9/1/2014	We will utilize teacher lesson plans, view groupings of students, data from multiple sources, and students proficiency / growth.	5/29/2015 biweekly
G1.B1.S1.MA1	We will utilize teacher reflections and conversations to monitor progress.	Heathcote, Lisa	9/1/2014	Will will utilize teacher reflections, exit slips to monitor progress.	5/29/2015 biweekly
G2.MA1	Student progress will be monitored each quarter.	McDonald, Ann	9/4/2014	Each program will come with a tool to monitor student progress.	6/5/2015 quarterly
G2.B2.S1.MA1	Our data team will monitor increasing student performance.	McDonald, Ann	9/1/2014	Data from each of the technologies will be collected and analyzed. Action plans will be implemented when appropriate.	5/29/2015 biweekly
G2.B2.S1.MA1	Teachers will attend differentiated PD in targeted areas.	McDonald, Ann	9/1/2014	PD Sign in sheets, agendas, and proficient teacher utilization of various technology.	5/29/2015 one-time
G3.MA1	Reading: I Ready Assessment, district assessment benchmarks, IRLA		9/3/2014	I Ready data will be utilized in monitoring progress in comprehension,	6/5/2015 quarterly
G3.MA1	Reading: I Ready, IRLA Levels, SRA 2.0, Wonders benchmark assessments, State test Math: Quarterly benchmark tests, State test		9/3/2014	I Ready Assessments, State Assessments	6/5/2015 one-time
G3.B1.S1.MA1	We will monitor lesson plans, meet with grade level teachers to address writing gaps.	McDonald, Ann	9/1/2014	We will utilize lesson plans, and student performance to monitor effectiveness of this goal.	5/29/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S1.MA1	Coaches will monitor student writing samples, journals, etc. during grade level meetings.	McDonald, Ann	9/1/2014	We will utilize student work samples, team agendas, student performance to monitor implementation of this strategy.	5/29/2015 biweekly

## 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.** Student proficiency will increase by 10% in reading and math through the use of effective small-group instruction.

**G1.B1** 1. Teachers need Professional Development on how to plan for and implement small, strategic and flexible instructional groups.

**G1.B1.S1** We will provide PD by grade level, in small group instruction.

### **PD Opportunity 1**

Teachers will be supported within their team and grade level.

#### **Facilitator**

Academic coaches, outside consultants

#### **Participants**

Teachers

#### **Schedule**

Biweekly, from 9/1/2014 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
Grand Total	0