

Navy Point Elementary School



2014-15 School Improvement Plan

Navy Point Elementary School

1321 PATTON DR, Pensacola, FL 32507

www.escambia.k12.fl.us

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
90%

Alternative/ESE Center
No

Charter School
No

Minority
64%

School Grades History

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

School Board Approval

This plan was approved by the Escambia County School Board on 11/18/2014.

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
Priority	1	Melissa Ramsey
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

All members of the school community work together to motivate students to develop into successful learners, good citizens, and future leaders.

Provide the school's vision statement

Create a school where parents want to send their children, students want to learn, teachers want to teach and employees want to work.

School Environment

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

As of the 2014-2015 school year, 83% of our teachers are trained in Capturing Kids Hearts. This is the overarching system that places an expectation on teachers and staff to work towards building relational capacity with students and families. This is done by making personal phone calls home prior to the beginning of the school year, greeting students at the classroom door, and sharing good things in the classroom communities daily. The Capturing Kids Hearts EXCEL model is utilized school-wide, setting up a system where teachers engage, explore, communicate, and empower their students each day.

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

A team of teachers and support personnel attended the PBS Tier I training. This training allowed our team to develop school wide rules and expectations, a reward system for positive behavior, and a culture of recognition where students and classes are recognized frequently for exhibiting positive behavior. We have our PBS rules and expectations posted throughout the school, we recognize teachers for their implementation of PBS, and we have trained our office staff on creating a welcoming environment for all of those that enter our school. Our students are greeted at their classroom doors each morning by their teachers which allows for the development of relationships, a sense of community, and an opportunity for teachers to find out if students are having any issues prior to them entering the classroom.

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

Students are expected to follow our school-wide rules for each area of the school building under the three main rules of Be Ready, Show Respect, and Be Responsible. Students are rewarded with Navy Point Loot for positively exhibited behavior throughout the school. In the event that students do not respond to positive reinforcement within the school, there is a discipline flow chart in place for teachers to use. Teachers follow the flow chart and definitions of behaviors to determine if the behavior should be classroom or office managed. For classroom managed behaviors, teachers use an infraction report that provides a 4 step process for teachers to follow when students exhibit

behaviors repeatedly. Training on all of these behavioral systems was completed at the beginning of the 2014-2015 school year.

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 students' social-emotional needs are first met in the classroom with their teachers who have been trained in Capturing Kids Hearts. Teachers develop social contracts with their classes and refer students back to the social contract regularly. In addition to the classroom environment that lays the foundation for social-emotional needs, we have a school-based guidance counselor, a military guidance counselor, a Title I guidance counselor, and a school social worker that work together to monitor all Early Warning Systems, meet with targeted groups of students, run focus groups, and mentor individual students as needed or indicated by EWS data.

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

At Navy Point we view attendance as one of the the most important factors in the success of a student. We know that loss of instruction equals the possible loss of a child by the time they reach high school. Therefore, Navy Point has identified the following areas of focus for EWS.

- Number of OOS
- Number of ISS
- Number of tardies
- Number of absences greater than 5 days

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	4	18	18	14	11	12	77
One or more suspensions	1	2	8	1	6	8	26
Course failure in ELA or Math	0	5	6	8	28	25	72
Level 1 on statewide assessment	0	0	0	0	0	0	

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

Indicator	Grade Level					Total
	1	2	3	4	5	
Students exhibiting two or more indicators	2	4	5	10	9	30

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

With a focus on attendance and tardies, we have implemented classroom attendance charts where students are able to mark a chart when they have been to school every day that week. When students receive a sticker or mark on the chart, they are also rewarded with a Navy Point Loot to help

encourage their consistent attendance at school. We have implemented a tardy record book that is being used as an intervention for students with multiple unexcused tardies. This book requires parents to sign a statement indicating that they are aware of the negative consequences to being late to school. These interventions are in place to prevent students from exhibiting multiple EWS indicators.

Navy Point has been assigned a Title 1 counselor one day per week this year. The counselor has been assigned identified students based on the EWS data from 2013-14. She will be meeting with the students in small group or individual settings depending on the needs.

The school social worker will be meeting with the principal and guidance counselor on a weekly basis to discuss specific students and their attendance concerns. Actions will be taken as necessary to help correct the concerns related to tardies and absences. The school social worker will also be implementing the use of a data board to track attendance by class. The class per grade level with the fewest absences and tardies will receive a special reward, as well as the teacher for their efforts in improvement school attendance.

RTI meetings are held weekly with classroom teachers, the guidance counselor, and the school psychologist to identify students that exhibit EWS indicators as related to classroom grades. Instructional interventions are discussed and implemented during and as a result of these meetings. Students are tracked and monitored for growth over time and MTSS processes are followed when students do not show significant process or for students that have been identified in multiple EWS areas.

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/172432>.

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

Navy Point values its partnerships with local community members. We have partnerships with churches, businesses, military units, and volunteer programs. We reach out to our partners on a regular basis. Our partners have come as a result of the community reaching out to the school to give a helping hand. Our partners have contacted the school to find out what they could do to assist us in helping students reach their maximum achievement.

Warrington Baptist offered their sanctuary for the Fifth Grade Banquet after Hurricane Ivan wiped out the Officers Club on NAS. They have provided the Banquet at no cost to our students since 2006. StoryPoint contacted Navy Point last year to find out how they could help us with students and other services. They have treated teachers to a luncheon filled with pampering. Some of the members have offered to volunteer their time and services in tutoring students.

The Kiwanis Club wanted an avenue to influence students in citizenship. They come once a year for a

Terrific Kids essay assignment. They explain what it means to be a good citizen and then challenge all students to participate in writing what a good citizen means to them. Students who participate are rewarded with a prize. They also supply dictionaries to our Third Grade students.

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
Ford-Harris, Monica	Principal
Groff, Melissa	Assistant Principal
Frick, Pam	Other
Case, Mary Alice	Teacher, K-12
Davis, Sheryl	Teacher, K-12
Washington, Andrea	Guidance Counselor
Gordon, Wesley	Instructional Coach

Duties

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

The school leadership team serves as a collaborative team that represents teachers, administration, and support personnel. The goal of the leadership team is to develop a culture of shared leadership and collaborative problem solving. The team meets regularly to make instructional decisions, discuss school data, and plan action steps necessary for making improvements. The members of the team are responsible for facilitating data meetings within their teams, while guiding their team mates toward implementing any school wide initiatives decided upon by the leadership team.

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

Each grade level meets on a weekly basis and submits documentation of their planning meeting. Within their planning documentation, the teams identify needs in the form of instructional resources, Professional development, and curriculum needs. From these documented needs, the school leadership meets monthly to identify and discuss priority areas. Once the leadership team has made a decision and determined it to be aligned with the school improvement goals, the administrative team will align budgetary funds with the decided upon project, resources, training priority and will help the leadership team to decide upon a plan of implementation to include progress monitoring and inventory of resources.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Monica Ford-Harris	Principal
Jacqueline Weathers	Parent
Karen Dade	Parent
Amanda Hankins	Parent
Rebecca Gonzalez	Parent
Lori Coleman	Parent
Sonja Lee	Parent
Holly Griffin	Teacher
Le Hang	Education Support Employee
Jeffery Spooneybarger	Business/Community
Lilliam Negron	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

During the September meeting the council will receive a brief overview of our school's performance on FCAT. A summary of how we did in meeting our goals will also be shared with parents. Time for questions and answers will be allotted to ensure that parents fully understand how the current year's goals are driven by the data from the previous year.

Development of this school improvement plan

The principal will make a presentation of the plan to members during the September meeting. All members will receive a copy of the plan and use it to guide any input or to answer concerns regarding the plan. Once agreed upon, the members will then vote to accept the plan as written or with the recommended corrections.

Preparation of the school's annual budget and plan

In the spring of each year, the SAC will meet to discuss the budgets for the next year. Ideas of what worked well from the previous year, as well as what the possible needs will be the following year are considered in the development of the budget and plan.

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

Navy Point received \$21,065 in the School Improvement Initiative Fund. These monies were designated for professional development and curriculum planning for teachers. The money has been spent to fund a small group instruction PD for teachers during the summer with a grade level planning day that was used as a follow up to the training. A professional development day was paid for in August using this fund. The PD was related to close reads and word studies that are completed during our extended day block. Plans for future PD days have been identified. One of the book studies will be focused on Whole Braining Teaching and student engagement (Marcia Tate), as well as a book study on Framework for Understanding Poverty.

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
Ford-Harris, Monica	Principal
Groff, Melissa	Assistant Principal
Frick, Pam	Teacher, K-12
Case, Mary Alice	Teacher, K-12
Davis, Sheryl	Teacher, K-12
Washington, Andrea	Guidance Counselor
Gordon, Wesley	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The literacy leadership team is represented by every grade level and meets monthly to discuss data related to Language Arts. The goals of the team this year are to find methods for promoting literacy opportunities throughout all content areas with a focus on integrating writing practice in all subjects. The team has decided upon procedures for celebrating student progress toward literacy related accomplishments such as meeting AR goals, growing on DE assessments, and making gains on STAR tests. The team will focus primarily on student data from spelling inventories completed every 7 weeks and will make decisions for literacy instruction that will continue to initiate student growth and success.

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

Teachers within each grade level are provided a 40 minute planning period each day at the same time as all other members of their team. Teams work together a minimum of two days per week, meeting together for professional development and planning throughout the week. Teams must submit a summary of their meetings, which show evidence of positive relationships and collaborative planning.

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

Recruitment and retention of highly effective teachers is essential to the continuous improvement of a school. At Navy Point, a team of appropriate representatives interviews, rates, and provides input regarding the hiring and placement of teachers. The interview questions are developed to match the school's priorities and driving forces and candidates are chosen based on a team decision. All beginning teachers are provided support through the START program (Successful Teachers Assisting Rising Teachers). The program provides the new teachers with a CT (Consulting Teacher), who meets with them on a regular basis to observe, provide feedback, and as a team collaborate on strategies to improvement in areas of concern.

The administration will meet with the new teachers on a monthly basis to determine needs and to

provide support. The teachers will participate in required district trainings in order to ensure that they are well prepared with the appropriate tools to implement curriculum and instruction effectively. The teachers will be given release time as needed to visit model classrooms for further support and development as a professional.

The growth and development of all teachers is vital to Navy Point, therefore teachers are provided with peer observation time, collaborative planning opportunities, and professional development sessions as deemed appropriate for teacher's needs.

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

In addition to the district's mentoring program, Navy Point implements a site based mentor program where each first year teacher is assigned a grade level teacher mentor who assists them with school procedures, policies, and other areas of school related concerns. They work collaboratively on planning and will be provided with opportunities to visit other classrooms to gain insight and ideas for continuous improvement.

New Teacher Mentor Teacher

Amanda Moehle (PK) Elizabeth Kennedy (PK)

Stephanie Ramsey (3rd) Sheryl Davis (3rd)

Mark Gottschalk (4th) Mary Case (4th)

Holly Griffin (5th) Mary Lamy (4th)

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

Navy Point begins all instructional decision making with the Florida Standards. Teachers utilize the district standards alignments to know which standards to be focusing on first, then work to understand the standards prior to pulling instructional materials. The core materials, programs, and resources used are adopted by the district, therefore alignment to the Florida Standards exists, but teachers are trained to read and understand the standards prior to planning the use of any materials and understand that not all parts of a resource are always aligned directly to Florida Standards. All whole and small group activities, enrichment and remediation resources, and instructional programs are aligned to grade level standards. There are systems in place at Navy Point such as the use of Planbook.com and small group instruction planning sheets that allow the monitoring and feedback related to teacher's use of instructional materials is aligned to the standards.

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

Navy Point utilizes multiple sources of data to include Discovery Education Assessment data, formative assessments, weekly, chapter, and unit assessments to inform instruction. Each month, team leaders will lead their team to take a look at the data most relevant to each grade level's instruction that month. They will analyze and evaluate student performance data while making judgments and decisions related to student needs, teacher strengths, and intervention and enrichment strategies. Teams are working toward facilitating flexible grouping across the grade level to maximize on teacher strengths. Systems are in place to support team sharing of data on a monthly

basis, which holds each team accountable for addressing student needs and following through with their plans for meeting student's needs while fostering a culture of data sharing and collaborative problem solving within the school.

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: 2,160

Students will participate in activities which focus on building beginning mathematics and science concepts. Emerald Coast Science Center will partner with teachers to provide hands-on lessons/experiments for grades 3-5 during the school day and after school. Students enrolled in the White Hats after-school program will participate in a robotics unit, a general science class/lab, and a variety of math programs.

Strategy Rationale

The Navy provides a STEM grant to the school each year which requires an after school component.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Ford-Harris, Monica, mford-harris@escambia.k12.fl.us

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

The program is evaluated by a third party contracted program evaluators. Education Florida, LLC uses both quantitative and qualitative data collection and evaluation methods.

Strategy: Extended School Day

Minutes added to school year: 10,800

The extended school day will add an hour to each school day which is focused on reading instruction. Navy Point will utilize a flexible grouping strategy to group students into groups that will meet their developmental needs. Students will be grouped based on the words their way spelling inventory. Group time will consist of a read aloud by teacher (15-20 minutes), then students will begin word study time (list of words, word sorts, and activities to practice words), and leveled reading groups (A-Z books or science/SS books) within a Close Read structure to include vocabulary and writing components.

Strategy Rationale

By immersing students in literacy and language instruction at their instructional level, they will be better prepared to access the instruction within the core curriculum.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Groff, Melissa, mgroff@escambia.k12.fl.us

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

Words their way spelling inventories, DE Assessment data, weekly reading tests

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

Navy Point currently has 2 ESE Pre-K classrooms and a VPK Inclusion classroom. We provide the students in these classes with multiple opportunities to make their transition to kindergarten a smooth process. Some examples are:

- 1) Many ride buses to and from school
- 2) They eat breakfast and lunch in the school's cafeteria
- 3) The students are trained how to run errands to the front office and cafeteria. They are also allowed to visit the Media Center for book checkouts.
- 4) They share a playground area with kindergarten students
- 5) The students are active participants in school-wide activities
- 6) Their exposure to specific reading standards help to prepare them for the kindergarten curriculum (letter sounds, letter recognition, and numbers)

An annual orientation/school visit is scheduled for other Pre-K students in the district that are slated to attend Navy Point. The students come over and are assigned to a kindergarten classroom for about an hour or two and participate in the routine of the class. This opportunity allows the children to experience a typical day in kindergarten.

Our fifth grade students follow a departmentalized schedule which helps prepare them for the transition to middle school by placing responsibility on them when changing classes, organizing their materials, and adhering to multiple sets of procedures and routines. The middle schools offer orientation events that we encourage our students to attend.

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

NA

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

NA

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If all teachers utilize higher order questioning strategies to increase student engagement in their classrooms, it will lead to increased achievement in all content areas.
- G2.** If teachers utilize data to effectively plan for and implement authentic learning opportunities for all students while leading instruction with small groups in reading and math, learning gains for all students will increase.

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. If all teachers utilize higher order questioning strategies to increase student engagement in their classrooms, it will lead to increased achievement in all content areas. 1a

G037014

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	65.0
AMO Math - All Students	58.0
FCAT 2.0 Science Proficiency	50.0

Resources Available to Support the Goal 2

- Whole Brain Teaching book study
- Staff created definition of student engagement
- Instructional Coaches
- DOE Coaches
- Kagan Strategies
- Marcia Tate: Worksheets Don't Grow Dendrites book and strategies
- Professional Development related to questioning strategies
- Professional Development related to research projects within Wonders

Targeted Barriers to Achieving the Goal 3

- Undefined expectation related to the levels of student engagement and the relationship between student engagement and higher order questioning.
- Lack of collaboration and sharing related to instructional practices in the classroom that lead to higher order questioning and increased engagement.

Plan to Monitor Progress Toward G1. 8

The walk through documentation completed during informal classroom visits will collect the engagement rating, producing data related to the average level of engagement, types of instructional strategies used, and level of questioning evident. It is expected that the rating for engagement will increase over the school year.

Person Responsible

Melissa Groff

Schedule

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

Evidence of Completion

The data collected from walk through observations will be monitored regularly to match with our school improvement timeline.

G2. If teachers utilize data to effectively plan for and implement authentic learning opportunities for all students while leading instruction with small groups in reading and math, learning gains for all students will increase. **1a**

G037015

Targets Supported **1b**

Indicator	Annual Target
AMO Math - All Students	58.0
AMO Reading - All Students	65.0

Resources Available to Support the Goal **2**

- Professional Development on Small Group Instruction
- Tyner Small group materials
- Daily 5 materials
- Literacy Coach
- ELA department
- Math department
- Math Coach
- Word study lessons
- Reading Wonders Wonder works materials
- DRA

Targeted Barriers to Achieving the Goal **3**

- Lack of accountability and standard alignment of student center activities during small group instruction.
- Teachers did not know how to effectively use data and collaborate with their teams to make instructional decisions for all students.

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

Discovery Education assessment data

Person Responsible

Melissa Groff

Schedule

Quarterly, from 9/15/2014 to 5/29/2015

Evidence of Completion

The use of data to inform instruction for small groups will lead to increases in student's scale scores on Discovery Education. Student scores will be used to determine if progress is being made toward the goal or if further training or monitoring is necessary.

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. If all teachers utilize higher order questioning strategies to increase student engagement in their classrooms, it will lead to increased achievement in all content areas. **1**

 G037014

G1.B1 Undefined expectation related to the levels of student engagement and the relationship between student engagement and higher order questioning. **2**

 B088818

G1.B1.S1 Teachers will utilize the E3 rubric to list indicators for high student engagement and questioning then work together to develop a school-wide definition for student engagement. **4**

 S099439

Strategy Rationale

With a teacher agreed upon definition, teachers will understand the expectations and examples related to engagement and higher order thinking skills.

Action Step 1 **5**

Teachers will utilize the E3 rubric to list indicators for high student engagement and questioning then work together to develop a school-wide definition for student engagement.

Person Responsible

Melissa Groff

Schedule

Weekly, from 8/11/2014 to 9/9/2014

Evidence of Completion

A school-wide definition of student engagement and higher order thinking skills will be posted and utilized in each classroom across the school.

Action Step 2 5

Administrators will provide staff with examples of and descriptors to match each level of engagement and questioning in the classroom.

Person Responsible

Melissa Groff

Schedule

On 9/30/2014

Evidence of Completion

Walk through observation forms will be used to collect data related to teachers' understanding of the descriptors of student engagement. Student surveys will be completed to measure teacher's level of engagement.

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

Our Walk Through visit documentation will rate each classroom's level of engagement on a scale of 1-7, using the school developed definition as the guideline for the rating.

Person Responsible

Monica Ford-Harris

Schedule

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

Evidence of Completion

The walk through documentation completed during informal classroom visits will collect the engagement rating, producing data related to the average level of engagement, types of instructional strategies used, and level of questioning evident.

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

During faculty meetings, teachers will share engagement strategies and administration will share data related to the level of engagement observed overall.

Person Responsible

Monica Ford-Harris


Schedule

Monthly, from 10/8/2014 to 5/13/2015


Evidence of Completion

The school wide average of engagement within the walk through observations.

G1.B2 Lack of collaboration and sharing related to instructional practices in the classroom that lead to higher order questioning and increased engagement. 2

 B108642

G1.B2.S1 Student Engagement lesson study 4

 S120077

Strategy Rationale

If teachers begin collaborating regarding their student engagement strategies and their student's perspective of the engagement in the classroom, they will be more likely to reflectively plan authentic engagement activities for each lesson.

Action Step 1 5

Teacher teams will plan for and teach the same objective in their classrooms, planning an engagement activity on an individual basis. Upon completion of the lesson, teachers will gauge the level of engagement by polling their students through the use of a survey. Teachers will bring their average rating back to their team during a grade level PD meeting where they will discuss strategies used and ideas for future engagement activities.

Person Responsible

Monica Ford-Harris

Schedule

Monthly, from 10/7/2014 to 5/5/2015

Evidence of Completion

Student surveys

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

Collect the survey results from teachers.

Person Responsible

Monica Ford-Harris

Schedule

Monthly, from 10/7/2014 to 5/5/2015

Evidence of Completion

Grade level teams will submit the class averages for each person on their team.

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

Administration will visit grade level meetings during the student engagement lesson studies.

Person Responsible

Melissa Groff

Schedule

Monthly, from 10/7/2014 to 5/5/2015

Evidence of Completion

Grade level teams will submit the class averages for each person on their team.

G1.B2.S2 Peer observations 4

S120104

Strategy Rationale

If teachers are given the opportunity to view other teachers in practice, it will create a culture for collaborating across grade levels and implementing best practices.

Action Step 1 5

Teachers will observe a peer from another grade level once per month during their planning time.

Person Responsible

Monica Ford-Harris

Schedule

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

Evidence of Completion

An observation document form has been developed for teachers to submit upon completion

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

Teachers will submit documentation of peer observations each time an observation is done.

Person Responsible

Melissa Groff

Schedule

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

Evidence of Completion

Peer observation forms will be emailed directly to administration upon completion. Teachers will be notified if they have not completed their observation for the month.

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

Teachers will submit documentation of peer observations each time an observation is done.

Person Responsible

Monica Ford-Harris


Schedule

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

Evidence of Completion

Teachers will be identifying one thing that they plan to implement in their classrooms, administration will follow up with a walk through to determine if implementation has happened.

G1.B2.S3 Project Based Learning (District ELA Rep.) and Questioning PD facilitated by DOE school lead. 4

 S140523

Strategy Rationale

The Project Based Learning PD will guide teachers in activities that can be done during week 6 of Reading Wonders (Inquiry Activity). The activities will lead to increased student engagement, as well as lead to a higher level of questioning based on the DOKs. The questioning component of the training will center around questioning strategies and DOK stems. Teachers will leave with a clearer understanding of how the level of questioning on a daily bases relates directly back to the Florida Standards and what students are expected to know leaving a given grade level. It will encourage students to refer back to the text to support their response to questions.

Action Step 1 5

Teachers will participate in a PD on Project Based Learning and Questioning Strategies

Person Responsible

Monica Ford-Harris

Schedule

On 10/10/2014

Evidence of Completion

A survey will be completed at the end of each session

Plan to Monitor Fidelity of Implementation of G1.B2.S3 6

There will be follow up planning days for teachers to take their TEs and the Florida Standards to develop questions related to their weekly readings, science/social studies, and math lessons, with coaching from the DOE lead who facilitated the training, as well as the instructional coaches and the administrative team. Teachers will have training on using the sample test questions for the FSA that were provided by DOE, along with a copy of the item specifications to assist in formatting their questions.

Person Responsible

Monica Ford-Harris

Schedule

Weekly, from 10/20/2014 to 5/29/2015

Evidence of Completion

Questions listed in the lesson plan or located on sticky notes in the TE

Plan to Monitor Effectiveness of Implementation of G1.B2.S3 7

Student's response to questions on weekly extended response questions, as well as their response to quarterly writings from Reading Wonders.

Person Responsible

Monica Ford-Harris


Schedule

Weekly, from 10/20/2014 to 5/29/2015


Evidence of Completion

Data from weekly tests and scores on sample writings


G2. If teachers utilize data to effectively plan for and implement authentic learning opportunities for all students while leading instruction with small groups in reading and math, learning gains for all students will increase. **1**

 G037015

G2.B1 Lack of accountability and standard alignment of student center activities during small group instruction. **2**

 B088819

G2.B1.S1 Teachers will receive professional development and planning related to small group instruction and student center activities. **4**

 S099440

Strategy Rationale

Teachers need time to understand, plan for, and investigate the various ways that small group instruction can work in the classroom.

Action Step 1 **5**

Teachers will participate in small group instruction PD followed by a planning day.

Person Responsible

Melissa Groff

Schedule

Daily, from 7/29/2014 to 8/4/2014

Evidence of Completion

Classroom observations and notations in lesson plans will be the evidence used to monitor implementation of the student engagement strategies.

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

Upon the completion of the professional development day, grade levels will plan together and turn in an exit slip which contains each teacher's plan for small group instruction management in their classroom. Teachers will fill out a form for their small groups that indicates which students are in which groups, what the focus area is for that group, and the center activities that the students will be engaged in to include the alignment to the standards. This form will be completed again each time the reading or math groups change in the classroom.

Person Responsible

Monica Ford-Harris

Schedule

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

Evidence of Completion

Observation of small group instruction and center activities in the classroom during walk through visits will be recorded on the walk through document and collected as school wide data and shared with the staff. The small group planning forms will be looked over each time a classroom walk through visit is conducted.

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

Monthly data meetings

Person Responsible

Monica Ford-Harris

Schedule

Monthly, from 9/23/2014 to 5/19/2015

Evidence of Completion

Seeing movement of students from group to group within planning sheet and movement of students to new word study groups will show that students are meeting regularly in small groups and participating in authentic learning opportunities in the classroom.

G2.B1.S2 Teachers will use DE data, weekly unit assessments, and 9 weeks grades from ELA, math, and science to determine the construction of small groups. 4

S140726

Strategy Rationale

The multiple data sources will also allow teachers to determine which content areas the students have or have not mastered. The teacher will then be able to provide remediation in small group for the standards not yet mastered and center activities to reinforce the skills that have been taught.

Action Step 1 5

Teachers will maintain a data notebook with DE data, weekly assessments, and 9 weeks grades

Person Responsible

Melissa Groff

Schedule

On 5/29/2015

Evidence of Completion

Data notebook and data board in the classroom

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

Data meetings will be held monthly and the teachers will bring their data notebooks to share out how students are performing using multiple data sources. Based on the students's performance the teachers will decide how to group students either within the grade level or within their individual classrooms. Each classroom will display a student data board for students to track their own data. During the monthly peer observations teachers may choose to review the set up of small groups and discuss possible adjustments to the construction of their groups in the observation form that is submitted electronically.

Person Responsible

Melissa Groff

Schedule

Monthly, from 9/15/2014 to 5/29/2015

Evidence of Completion

Data notebooks, monthly data meeting notes, leadership team minutes, classroom data boards, and electronic peer observation forms

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

Increased levels/DVSS on DE, improved weekly assessment grades and report card grades

Person Responsible

Melissa Groff


Schedule

Weekly, from 9/15/2014 to 5/29/2015


Evidence of Completion

DE scores, FOCUS Gradebook, and Report Card

G2.B2 Teachers did not know how to effectively use data and collaborate with their teams to make instructional decisions for all students. 2

 B108868

G2.B2.S1 Training for team leaders on how to facilitate a data meeting, using multiple sources of data and looking at team members's strengths to meet the needs of all students within the grade level. 4

 S120356

Strategy Rationale

Data meetings were previously run by administration and coaches; data meetings need to be ran by teams. With the proper training, teams will know all of the data sources and will be able to facilitate the decision making process.

Action Step 1 5

Team leaders will be trained to facilitate data meetings within their grade levels.

Person Responsible

Monica Ford-Harris

Schedule

Monthly, from 9/10/2014 to 5/29/2015

Evidence of Completion

Monthly leadership meetings following the data meeting. Grade level notes from the data meetings.

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

Team leaders will attend monthly leadership team meetings where they will share their data meeting experience with the team.

Person Responsible

Monica Ford-Harris

Schedule

Monthly, from 9/24/2014 to 5/29/2015

Evidence of Completion

Team leaders will submit the data decision making document during the leadership team meeting.

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

Student groupings in each classroom will be monitored to determine effectiveness.

Person Responsible

Melissa Groff


Schedule

Monthly, from 9/24/2014 to 5/29/2015

Evidence of Completion

Seeing movement of students from group to group within planning sheet and movement of students to new word study groups will show that students are meeting regularly in small groups and participating in authentic learning opportunities in the classroom.

G2.B2.S2 Teachers will participate in consultancy protocol to problem solve issues related to small group instruction in their classrooms. 4

 S120358

Strategy Rationale

By allowing teachers to collaboratively present their problems to a team, they will more effectively be able to make adjustments to their groups in their own classrooms.

Action Step 1 5

Teachers will identify barriers encountered with developing and teaching their small groups and present them within the consultancy protocol format. Teachers will then reflect and adjust the groupings and small group instruction within their classrooms.

Person Responsible

Melissa Groff

Schedule

Every 2 Months, from 11/3/2014 to 5/29/2015

Evidence of Completion

Teachers will complete a reflection piece following the consultancies.

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

Upon completion of each consultancy protocol activity, teachers will complete a reflection form with their team that will summarize their data and decision making process for formulating groups

Person Responsible

Melissa Groff

Schedule

Every 2 Months, from 11/5/2014 to 5/29/2015

Evidence of Completion

Observation of small group instruction and center activities in the classroom during walk through visits will be recorded on the walk through document and collected as school wide data and shared with the staff. The small group planning forms will be looked over each time a classroom walk through visit is conducted.

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

Monthly data meetings

Person Responsible

Monica Ford-Harris

Schedule

Monthly, from 9/23/2014 to 5/19/2015

Evidence of Completion

Seeing movement of students from group to group within planning sheet and movement of students to new word study groups will show that students are meeting regularly in small groups and participating in authentic learning opportunities in the classroom.

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 utilize the E3 rubric to list indicators for high student engagement and questioning then work together to develop a school-wide definition for student engagement.	Groff, Melissa	8/11/2014	A school-wide definition of student engagement and higher order thinking skills will be posted and utilized in each classroom across the school.	9/9/2014 weekly
G2.B1.S1.A1	Teachers will participate in small group instruction PD followed by a planning day.	Groff, Melissa	7/29/2014	Classroom observations and notations in lesson plans will be the evidence used to monitor implementation of the student engagement strategies.	8/4/2014 daily
G2.B2.S2.A1	Teachers will identify barriers encountered with developing and teaching their small groups and present them within the consultancy protocol format. Teachers will then reflect and adjust the groupings and small group instruction within their classrooms.	Groff, Melissa	11/3/2014	Teachers will complete a reflection piece following the consultancies.	5/29/2015 every-2-months
G1.B2.S1.A1	Teacher teams will plan for and teach the same objective in their classrooms, planning an engagement activity on an individual basis. Upon completion of the lesson, teachers will gauge the level of engagement by polling their students through the use of a survey. Teachers will bring their average rating back to their team during a grade level PD meeting where they will discuss strategies used and ideas for future engagement activities.	Ford-Harris, Monica	10/7/2014	Student surveys	5/5/2015 monthly
G1.B2.S2.A1	Teachers will observe a peer from another grade level once per month during their planning time.	Ford-Harris, Monica	9/1/2014	An observation document form has been developed for teachers to submit upon completion	5/29/2015 monthly
G2.B2.S1.A1	Team leaders will be trained to facilitate data meetings within their grade levels.	Ford-Harris, Monica	9/10/2014	Monthly leadership meetings following the data meeting. Grade level notes from the data meetings.	5/29/2015 monthly

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Navy Point Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B2.S3.A1	Teachers will participate in a PD on Project Based Learning and Questioning Strategies	Ford-Harris, Monica	10/7/2014	A survey will be completed at the end of each session	10/10/2014 one-time
G2.B1.S2.A1	Teachers will maintain a data notebook with DE data, weekly assessments, and 9 weeks grades	Groff, Melissa	9/15/2014	Data notebook and data board in the classroom	5/29/2015 one-time
G1.B1.S1.A2	Administrators will provide staff with examples of and descriptors to match each level of engagement and questioning in the classroom.	Groff, Melissa	9/1/2014	Walk through observation forms will be used to collect data related to teachers' understanding of the descriptors of student engagement. Student surveys will be completed to measure teacher's level of engagement.	9/30/2014 one-time
G1.MA1	The walk through documentation completed during informal classroom visits will collect the engagement rating, producing data related to the average level of engagement, types of instructional strategies used, and level of questioning evident. It is expected that the rating for engagement will increase over the school year.	Groff, Melissa	8/18/2014	The data collected from walk through observations will be monitored regularly to match with our school improvement timeline.	5/29/2015 daily
G1.B1.S1.MA1	During faculty meetings, teachers will share engagement strategies and administration will share data related to the level of engagement observed overall.	Ford-Harris, Monica	10/8/2014	The school wide average of engagement within the walk through observations.	5/13/2015 monthly
G1.B1.S1.MA1	Our Walk Through visit documentation will rate each classroom's level of engagement on a scale of 1-7, using the school developed definition as the guideline for the rating.	Ford-Harris, Monica	8/18/2014	The walk through documentation completed during informal classroom visits will collect the engagement rating, producing data related to the average level of engagement, types of instructional strategies used, and level of questioning evident.	5/29/2015 daily
G1.B2.S1.MA1	Administration will visit grade level meetings during the student engagement lesson studies.	Groff, Melissa	10/7/2014	Grade level teams will submit the class averages for each person on their team.	5/5/2015 monthly
G1.B2.S1.MA1	Collect the survey results from teachers.	Ford-Harris, Monica	10/7/2014	Grade level teams will submit the class averages for each person on their team.	5/5/2015 monthly
G1.B2.S2.MA1	Teachers will submit documentation of peer observations each time an observation is done.	Ford-Harris, Monica	9/1/2014	Teachers will be identifying one thing that they plan to implement in their classrooms, administration will follow up with a walk through to determine if implementation has happened.	5/29/2015 monthly
G1.B2.S2.MA1	Teachers will submit documentation of peer observations each time an observation is done.	Groff, Melissa	9/1/2014	Peer observation forms will be emailed directly to administration upon completion. Teachers will be notified if they have not completed their observation for the month.	5/29/2015 monthly
G1.B2.S3.MA1	Student's response to questions on weekly extended response questions, as well as their response to quarterly writings from Reading Wonders.	Ford-Harris, Monica	10/20/2014	Data from weekly tests and scores on sample writings	5/29/2015 weekly
G1.B2.S3.MA1	There will be follow up planning days for teachers to take their TEs and the Florida Standards to develop questions related to their weekly readings, science/social studies, and math lessons, with coaching from the DOE lead who facilitated the training, as well as the instructional coaches and the administrative team. Teachers	Ford-Harris, Monica	10/20/2014	Questions listed in the lesson plan or located on sticky notes in the TE	5/29/2015 weekly

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Navy Point Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	will have training on using the sample test questions for the FSA that were provided by DOE, along with a copy of the item specifications to assist in formatting their questions.				
G2.MA1	Discovery Education assessment data	Groff, Melissa	9/15/2014	The use of data to inform instruction for small groups will lead to increases in student's scale scores on Discovery Education. Student scores will be used to determine if progress is being made toward the goal or if further training or monitoring is necessary.	5/29/2015 quarterly
G2.B1.S1.MA1	Monthly data meetings	Ford-Harris, Monica	9/23/2014	Seeing movement of students from group to group within planning sheet and movement of students to new word study groups will show that students are meeting regularly in small groups and participating in authentic learning opportunities in the classroom.	5/19/2015 monthly
G2.B1.S1.MA1	Upon the completion of the professional development day, grade levels will plan together and turn in an exit slip which contains each teacher's plan for small group instruction management in their classroom. Teachers will fill out a form for their small groups that indicates which students are in which groups, what the focus area is for that group, and the center activities that the students will be engaged in to include the alignment to the standards. This form will be completed again each time the reading or math groups change in the classroom.	Ford-Harris, Monica	8/18/2014	Observation of small group instruction and center activities in the classroom during walk through visits will be recorded on the walk through document and collected as school wide data and shared with the staff. The small group planning forms will be looked over each time a classroom walk through visit is conducted.	5/29/2015 daily
G2.B2.S1.MA1	Student groupings in each classroom will be monitored to determine effectiveness.	Groff, Melissa	9/24/2014	Seeing movement of students from group to group within planning sheet and movement of students to new word study groups will show that students are meeting regularly in small groups and participating in authentic learning opportunities in the classroom.	5/29/2015 monthly
G2.B2.S1.MA1	Team leaders will attend monthly leadership team meetings where they will share their data meeting experience with the team.	Ford-Harris, Monica	9/24/2014	Team leaders will submit the data decision making document during the leadership team meeting.	5/29/2015 monthly
G2.B2.S2.MA1	Monthly data meetings	Ford-Harris, Monica	9/23/2014	Seeing movement of students from group to group within planning sheet and movement of students to new word study groups will show that students are meeting regularly in small groups and participating in authentic learning opportunities in the classroom.	5/19/2015 monthly
G2.B2.S2.MA1	Upon completion of each consultancy protocol activity, teachers will complete a reflection form with their team that will summarize their data and decision making process for formulating groups	Groff, Melissa	11/5/2014	Observation of small group instruction and center activities in the classroom during walk through visits will be recorded on the walk through document and collected as school wide data and shared with the staff. The small group planning forms will be looked over each time a classroom walk through visit is conducted.	5/29/2015 every-2-months

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S2.MA1	Increased levels/DVSS on DE, improved weekly assessment grades and report card grades	Groff, Melissa	9/15/2014	DE scores, FOCUS Gradebook, and Report Card	5/29/2015 weekly
G2.B1.S2.MA1	Data meetings will be held monthly and the teachers will bring their data notebooks to share out how students are performing using multiple data sources. Based on the students's performance the teachers will decide how to group students either within the grade level or within their individual classrooms. Each classroom will display a student data board for students to track their own data. During the monthly peer observations teachers may choose to review the set up of small groups and discuss possible adjustments to the construction of their groups in the observation form that is submitted electronically.	Groff, Melissa	9/15/2014	Data notebooks, monthly data meeting notes, leadership team minutes, classroom data boards, and electronic peer observation forms	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. If all teachers utilize higher order questioning strategies to increase student engagement in their classrooms, it will lead to increased achievement in all content areas.

G1.B1 Undefined expectation related to the levels of student engagement and the relationship between student engagement and higher order questioning.

G1.B1.S1 Teachers will utilize the E3 rubric to list indicators for high student engagement and questioning then work together to develop a school-wide definition for student engagement.

PD Opportunity 1

Teachers will utilize the E3 rubric to list indicators for high student engagement and questioning then work together to develop a school-wide definition for student engagement.

Facilitator

School level administration

Participants

Kindergarten-5th grade teachers

Schedule

Weekly, from 8/11/2014 to 9/9/2014

PD Opportunity 2

Administrators will provide staff with examples of and descriptors to match each level of engagement and questioning in the classroom.

Facilitator

School level administration and Instructional Coaches

Participants

Kindergarten- 5th grade teachers

Schedule

On 9/30/2014

G1.B2 Lack of collaboration and sharing related to instructional practices in the classroom that lead to higher order questioning and increased engagement.

G1.B2.S3 Project Based Learning (District ELA Rep.) and Questioning PD facilitated by DOE school lead.

PD Opportunity 1

Teachers will participate in a PD on Project Based Learning and Questioning Strategies

Facilitator

Lisa Entrekin and Philicia Rich

Participants

K-3 teachers, ESOL and ESE teachers, and 4-5 ELA teachers

Schedule

On 10/10/2014

G2. If teachers utilize data to effectively plan for and implement authentic learning opportunities for all students while leading instruction with small groups in reading and math, learning gains for all students will increase.

G2.B1 Lack of accountability and standard alignment of student center activities during small group instruction.

G2.B1.S1 Teachers will receive professional development and planning related to small group instruction and student center activities.

PD Opportunity 1

Teachers will participate in small group instruction PD followed by a planning day.

Facilitator

Monica Ford-Harris, Melissa Groff, teachers trained in Kagan, and district/state specialists

Participants

Kindergarten-5th grade teachers

Schedule

Daily, from 7/29/2014 to 8/4/2014

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: If all teachers utilize higher order questioning strategies to increase student engagement in their classrooms, it will lead to increased achievement in all content areas.	2,475
Goal 2: If teachers utilize data to effectively plan for and implement authentic learning opportunities for all students while leading instruction with small groups in reading and math, learning gains for all students will increase.	9,312
Grand Total	11,787

Goal 1: If all teachers utilize higher order questioning strategies to increase student engagement in their classrooms, it will lead to increased achievement in all content areas.

Description	Source	Total
B1.S1.A1 - Additional hour added to end of staff meeting to pay teachers for attending the Professional Development Session.	SIG 1003(a)	555
B2.S3.A1	Title I Part A	1,920
Total Goal 1		2,475

Goal 2: If teachers utilize data to effectively plan for and implement authentic learning opportunities for all students while leading instruction with small groups in reading and math, learning gains for all students will increase.

Description	Source	Total
B1.S1.A1 - Teachers were paid to attend the PD day and a follow up planning day.	SIG 1003(a)	9,312
Total Goal 2		9,312