# Gateway Elementary School



## 2014-15 School Improvement Plan

# Gateway Elementary School

## 13280 GRIFFIN DR, Fort Myers, FL 33913

## http://gty.leeschools.net/

## School Demographics

| School Type | Title I | Free/Reduced Price Lunch |
|---|---|---|
| Elementary | No | 59% |

| Alternative/ESE Center | Charter School | Minority |
|---|---|---|
| No | No | 58% |

## School Grades History

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

## School Board Approval

This plan is pending approval by the Lee 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.

## Table of Contents

## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

# Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

## DA Regions

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

## DA Categories

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

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

## DA Turnaround and Monitoring Statuses

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

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

## 2014-15 DA Category and Statuses

| DA Category | Region | RED |
|---|---|---|
| Not In DA | 5 | Gayle Sitter |

| Former F | | Turnaround Status |
|---|---|---|
| No | | |

## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

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

To inspire life-long learning in all students and staff in a safe, caring, and challenging environment.

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

To prepare every student for success

#### School Environment

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

Teachers begin the school year by engaging students in Kagan Teambuilding structures to build a caring, trusting classroom environment. Teachers conference with students individually to create data folders that are personalized for student learning and student success. Parents are invited to meet with their child's teacher every semester to engage the family in their child's learning and celebrate progress. Gateway Elementary is a community school where teachers show they care about students and their families by hosting several evening family events such as Meet Your Teacher, Open House night, Spring Fling, Science Fair, Family Math and Science Interactive Night, and Saturday AR Reading Days.

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

Gateway Elementary's physical campus is surrounded by a fence and has a single point of access for all visitors on campus. Visitors enter through the front office and must show ID to be screened before access is granted to the campus. All classroom doors are locked throughout the day. Students are always with an adult at all times. Students that move through the hallways use the buddy system to access parts of our campus. Gateway provides numerous support services to meet the social and emotional needs of all its students. Character Education, Social Skills, and Anti-Bullying programs are taught to all students by the the Guidance Counselor and reinforced through the school day by teachers and staff. The School Counselor also serves as the director of the Before/After School Program. The director coordinates a variety of clubs that all students have access to and serves a variety of student interests and needs.

##### 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

Gateway Elementary teachers use a variety of research based strategies to maintain student engagement. All teachers have Kagan Cooperative Structures training and incorporate Kagan activities to enhance meaningful student engagement and interaction. Our school has begun the journey of incorporating Whole Brain Teaching into instructional lessons. Students use their 'whole brain' to hear, say, and move their bodies during learning. This requires students to focus intensely on the skills being taught by using their prefrontal cortex which takes control of brain activity to focus the visual cortex and the auditory cortex on the lesson at hand. Gateway's system wide behavioral program is Positive Behavior Support (PBS). PBS is based on understanding why problem behaviors

occur - the behavior's function. This approach to behavior occurs on a school-wide level, in a specific setting, classroom, or with an individual student. The entire school agrees on the same 5 expectations of behavior and students are recognized for their positive choices.

**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**

Gateway provides numerous support services to meet the social and emotional needs of all its students. Character Education, Social Skills, and Anti-Bullying programs are taught to all students by the the Guidance Counselor and reinforced through the school day by teachers and staff. The School Counselor meets with student groups and individually to support emotional needs. A mentoring program is being implemented this year to support the learning and social-emotional development of students. Gateway has a very active volunteer program and has been recognized with the Golden Volunteer Award. Volunteers work in classrooms under the direction of the classroom teacher to support learning.

## 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?**

No

*PIP Link*

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

*Description*

All teachers host a curriculum night for families. Grade levels host student-led conferences.
AR Blast is an opportunity for students and families to come in to read together and do AR comprehension. The AR Blast is held 4 Saturdays a year at interim time.
Family Math Night provides families with the opportunity to participate in Math activities with their students that they can take home and use with their children to increase math proficiency.
Science Fair Parent Night is an opportunity for parents to learn about Student Science Fair projects and encourage further experimentation.
Parents and students will have 3 additional opportunities to participate in STEM events.

**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**

Gateway Elementary has tremendous community support for our students. Our business partners include Suncoast Schools Credit Union and Grace Community Fellowship Church. These community partners provide our school with resources, volunteers, and programs to enhance the learning experiences for all 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 |
|---|---|
| Siebenaler, Christine | Principal |
| Torres, Mirta | Assistant Principal |
| St John, Sheri | Guidance Counselor |
| Taylor, Katherine | Instructional Coach |

## Duties

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

The roles of each member are as follows:
Classroom Teacher
• Keep ongoing progress monitoring notes in a MTSS folder (FAIR, curriculum assessments, STAR or FCAT scores, work

samples, anecdotals) to be filed in cumulative folder at the end of each school year or if transferring/ withdrawing
• Attend MTSS Team meetings to collaborate on & monitor students who are struggling
• Implement interventions designed by MTSS Team for students receiving supplemental and intensive supports.
• Deliver instructional interventions with fidelity
Reading or Math Coach/Specialist
• Attend MTSS Team meetings
• Train teachers in interventions, progress monitoring, differentiated instruction
• Implement supplemental and intensive interventions
• Keep progress monitoring notes & anecdotals of interventions implemented
• Administer screenings
• Collect school-wide data for team to use in determining at-risk students
Speech-Language Pathologist
• Attend MTSS Team meetings for students receiving supplemental and intensive supports.
• Completes Communication Skills screening for students unsuccessful with Tier 2 interventions
• Assist with supplemental and intensive interventions through collaboration, training, and/or direct student contact
• Incorporate MTSS data when guiding a possible Speech/Language referral & when making eligibility decisions
Guidance Counselor/Curriculum Specialist
• Often MTSS Team facilitators
• Schedule and attend MTSS Team meetings
• Maintain log of all students involved in the MTSS process
• Send parent invites
• Complete necessary MTSS forms
• Conduct social-developmental history interviews when requested
School Psychologist
• Attend MTSS Team meetings on some students receiving supplemental supports & on all students receiving intensive supports
• Monitor data collection process for fidelity
• Review & interpret progress monitoring data
• Collaborate with MTSS Team on effective instruction & specific interventions
• Incorporate MTSS data when guiding a possible ESE referral & when making eligibility decisions
ESE Teacher/Staffing Specialist

• Consult with MTSS Team regarding intensive interventions
• Incorporate MTSS data when making eligibility decisions Specialist (Behavior, OT, PT, ASD)
• Consult with MTSS Team
• Provide staff trainings
Social Worker
• Attend MTSS Team meetings when requested
• Conduct social-developmental history interviews and share with MTSS Team
ESOL/ELL Representative
• Attend all MTSS Team meetings for identified ELL students, advising and completing LEP paperwork
• Conduct language screenings and assessments
• Provide ELL interventions at all tiers
Principal/Assistant Principal
• Facilitate implementation of the MTSS problem-solving process in your building
• Provide or coordinate valuable and continuous professional development
• Assign paraprofessionals to support MTSS implementation when possible
• Attend MTSS Team meetings to be active in the MTSS change process
• Conduct classroom Walk-Throughs to monitor fidelity

***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 MTSS Problem-Solving team at Gateway Elementary School meets on a weekly, monthly, as needed basis to analyze school and/or student progress data in order to identify students in need of further support and monitor the progress ofstudents receiving interventions to ensure that the needs of all students are being met within a multi-tiered system ofstudent supports. The team uses the five-step problem solving process as outlined in the district's MTSS Manual.
Gateway Elementary receives Title II, Title III, and Supplemental Academic Instruction to provide professional development training to teachers. Title II funds will be used to provide curriculum training to teachers making instructional planning shifts for Common Core Standards, training as Professional Learning Communities, Training on the creation of common assessments, and training on the use of Kagan Structures to increase student engagement. Title III funds will be used to provide supports and materials to Limited English Proficient students. Gateway's Supplemental Academic Instruction funds are being used to support our intermediate teachers and students with a Learning Resource Teacher and Paraprofessional working with our Lowest quartile.

## School Advisory Council (SAC)

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

| Name | Stakeholder Group |
|------|-------------------|
| Beth Zalewski | Teacher |
| Jeff Kunberger | Business/Community |
| Tara Wykoff | Parent |
| Andrea Garcia | Education Support Employee |
| Alexandria Salazar-Smith | Parent |
| Chris Siebenaler | Principal |
| Ira Malamut | Business/Community |
| Ruthie Gonzalez | Education Support Employee |
| Megin Santos | Parent |
| Roy Marsh | Parent |
| Kelly Vasquez | Parent |
| Bryon Taylor | Parent |
| Rosa Ortiz | Teacher |
| Eddie Rosa | Business/Community |

**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 SIP begins with an analysis of the data. The instructional strategies and resources are evaluated for effectiveness.

*Development of this school improvement plan*

The School Improvement Plan is presented to the SAC committee for input and final approval.

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

The Principal presented information to the SAC regarding the budgeting of resources and staff for the 2014-15 school year.

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

The School Improvement budget will be used to fund teacher requests for classroom materials to enhance instruction and support instructional strategies.

***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 |
|---|---|
| Siebenaler, Christine | Principal |
| St John, Sheri | Guidance Counselor |
| Taylor, Katherine | Instructional Coach |
| Torres, Mirta | Assistant Principal |

**Duties**

*Describe how the LLT promotes literacy within the school*

The LLT'S major initiative this year will be to keep consistent data on students and to ensure that we are making adequate gains toward meeting our SIP goals in READING. Our data will come from Performance Matters analysis of Concept tests, Fluency, Formative Assessments, STAR Reading Assessments, and Pearson Weekly Tests. The team will assist with the design of the Title II Reading Training opportunities. The team will also monitor the strengths and weakness of the new Florida Ready program and work to find data that aligns with FCAT.

## 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**

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

Gateway Elementary uses PeopleSoft applications to screen candidates for instructional positions using a rubric. The rubric determines if an applicant is granted an interview based on certification, veteran status, previous experience, and highly qualified status. Candidates are interviewed by administration who determine the top 3-5 finalists. Finalists are then interviewed by representatives of the instructional team and the administrative team. Final decisions are made by the administrative team.

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

Teachers new to the school are paired with current instructional staff based on common grade level expertise, coaching skills, and clinical educator endorsement.

## Ambitious Instruction and Learning

**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*

Orientation meetings are held in May of the previous school year for incoming kindergarten students and their families to familiarize them with the school and expectations for the coming year. Incoming students are assessed prior to entering within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing. Data will be used to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond core instruction.

**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*

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

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

*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*

# 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.**        Increase student achievement gains schoolwide by focusing on teaching and learning.

## 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.** Increase student achievement gains schoolwide by focusing on teaching and learning. [1a]

**Targets Supported** [1b]

G038063

| Indicator | Annual Target |
|---|---|
| Math Gains | 66.0 |
| Math Lowest 25% Gains | 60.0 |
| ELA/Reading Gains | 74.0 |
| ELA/Reading Lowest 25% Gains | 71.0 |
| FCAT 2.0 Science Proficiency | 61.0 |
| ESOL Endorsed | 90.0 |

**Resources Available to Support the Goal** [2]

- Professional Development of PLC
- Common Planning Time
- Professional Development of Common Core Training
- Teacher expertise and Support Personnel availability
- District support of new reading and math series
- Technology resources
- Professional Development of Kagan strategies
- Teacher observations and sharing of best practices
- Collaboration among teachers
- Grade level instructional materials supported by differentiated instruction
- Positive Behavior Support Program
- Researched Based Strategies (Thinking Maps, Whole Brain, Kagan)

**Targeted Barriers to Achieving the Goal** [3]

- Insufficient teacher/learning team time
- Teachers lack of content knowledge with new standards and curriculum expectations
- Lack of foundational skills to ensure success at the next level

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

High student engagement in problem solving activities and higher level thinking skills

**Person Responsible**
Christine Siebenaler

**Schedule**
Weekly, from 8/18/2014 to 6/5/2015

***Evidence of Completion***
Mid Year and Final 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.** Increase student achievement gains schoolwide by focusing on teaching and learning. 1

🔑 G038063

**G1.B2** Insufficient teacher/learning team time 2

🔑 B091510

**G1.B2.S1** Teacher Collaboration time is limited to 50 minute specials. 4

🔑 S114984

### Strategy Rationale

### Action Step 1 5

Teacher PLC training to include data analysis and planning using UbD research based model.

**Person Responsible**

Christine Siebenaler

**Schedule**

On 6/5/2015

***Evidence of Completion***

PLC minutes and creation of UbD Lesson Plans, Data Analysis, and Formative Assessments

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

Administration Leadership Team member is assigned to each grade level to participate and monitor PLC meetings.

**Person Responsible**

Christine Siebenaler

**Schedule**

On 6/5/2015

***Evidence of Completion***

Team minutes, planning tools, data analysis of student progress, formative assessments

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

Administration will monitor assessment results and interventions

**Person Responsible**

Christine Siebenaler

**Schedule**

On 6/5/2015

***Evidence of Completion***

Student tracking of data folders and performance

**G1.B3** Teachers lack of content knowledge with new standards and curriculum expectations  2

B091511

**G1.B3.S1** Use PLC process to determine essential learning at each grade level and model best practices of instruction  4

S102411

**Strategy Rationale**

**Action Step 1**  5

Teachers identify essential learning skills and implement research based strategies (Thinking Maps, Whole Brain Teaching, and Kagan)

**Person Responsible**

Christine Siebenaler

**Schedule**

On 6/5/2015

***Evidence of Completion***

Grade levels create and submit a document of essential learning standards and instructional strategies that model best practices

**Plan to Monitor Fidelity of Implementation of G1.B3.S1**  6

PLC task documents

**Person Responsible**

**Schedule**

***Evidence of Completion***

PLC task completion documents

## Plan to Monitor Effectiveness of Implementation of G1.B3.S1 [7]

Evidence of vertical alignment throughout the grade levels

**Person Responsible**

**Schedule**

*Evidence of Completion*

Student achievement data

**G1.B8** Lack of foundational skills to ensure success at the next level [2]

🔍 B091518

**G1.B8.S1** Plan for learning incorporates engaging and rigorous instruction to include prescriptive intervention strategies/activities to meet specific student needs. [4]

🔍 S102414

**Strategy Rationale**

## Action Step 1 [5]

Teachers will identify research based strategies to meet the specific needs of the students

**Person Responsible**

**Schedule**

*Evidence of Completion*

Differentiated groupings of students and lesson plans documenting strategies and materials to be used

## Plan to Monitor Fidelity of Implementation of G1.B8.S1 [6]

Monitoring of differentiated instructional centers

**Person Responsible**

**Schedule**

*Evidence of Completion*

Schedules documenting intervention blocks and classroom walkthroughs

**Plan to Monitor Effectiveness of Implementation of G1.B8.S1** `7`

Formative and Summative Assessments to progress monitoring of academic learnings

**Person Responsible**

**Schedule**

*Evidence of Completion*

Assessment data

**Plan to Monitor Fidelity of Implementation of G1.B8.S2** `6`

**Person Responsible**

**Schedule**

*Evidence of Completion*

**Plan to Monitor Effectiveness of Implementation of G1.B8.S2** `7`

**Person Responsible**

**Schedule**

*Evidence of Completion*

## 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.B3.S1.A1 | Teachers identify essential learning skills and implement research based | Siebenaler, Christine | 8/11/2014 | Grade levels create and submit a document of essential learning | 6/5/2015 one-time |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|---|---|---|---|---|---|
| | strategies (Thinking Maps, Whole Brain Teaching, and Kagan) | | | standards and instructional strategies that model best practices | |
| G1.B8.S1.A1 | Teachers will identify research based strategies to meet the specific needs of the students | | Differentiated groupings of students and lesson plans documenting strategies and materials to be used | once | |
| G1.B2.S1.A1 | Teacher PLC training to include data analysis and planning using UbD research based model. | Siebenaler, Christine | 8/11/2014 | PLC minutes and creation of UbD Lesson Plans, Data Analysis, and Formative Assessments | 6/5/2015 one-time |
| G1.MA1 | High student engagement in problem solving activities and higher level thinking skills | Siebenaler, Christine | 8/18/2014 | Mid Year and Final Assessments | 6/5/2015 weekly |
| G1.B3.S1.MA1 | Evidence of vertical alignment throughout the grade levels | | Student achievement data | once | |
| G1.B3.S1.MA1 | PLC task documents | | PLC task completion documents | once | |
| G1.B8.S1.MA1 | Formative and Summative Assessments to progress monitoring of academic learnings | | Assessment data | once | |
| G1.B8.S1.MA1 | Monitoring of differentiated instructional centers | | Schedules documenting intervention blocks and classroom walkthroughs | once | |
| G1.B2.S1.MA1 | Administration will monitor assessment results and interventions | Siebenaler, Christine | 8/11/2014 | Student tracking of data folders and performance | 6/5/2015 one-time |
| G1.B2.S1.MA1 | Administration Leadership Team member is assigned to each grade level to participate and monitor PLC meetings. | Siebenaler, Christine | 8/11/2014 | Team minutes, planning tools, data analysis of student progress, formative assessments | 6/5/2015 one-time |
| G1.B8.S2.MA1 | [no content entered] | | | once | |
| G1.B8.S2.MA1 | [no content entered] | | | once | |

## 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 Opportuntities

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

**G1.** Increase student achievement gains schoolwide by focusing on teaching and learning.

**G1.B2** Insufficient teacher/learning team time

**G1.B2.S1** Teacher Collaboration time is limited to 50 minute specials.

### PD Opportunity 1

Teacher PLC training to include data analysis and planning using UbD research based model.

**Facilitator**

Silvia Torres

**Participants**

All teachers

**Schedule**

On 6/5/2015

**G1.B3** Teachers lack of content knowledge with new standards and curriculum expectations

**G1.B3.S1** Use PLC process to determine essential learning at each grade level and model best practices of instruction

### PD Opportunity 1

Teachers identify essential learning skills and implement research based strategies (Thinking Maps, Whole Brain Teaching, and Kagan)

**Facilitator**

Administrative Team

**Participants**

Administration and Teachers

**Schedule**

On 6/5/2015

## Technical Assistance Items

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

## Budget Rollup

| Summary | |
|---|---|
| **Description** | **Total** |
| **Goal 1:** Increase student achievement gains schoolwide by focusing on teaching and learning. | 7,400 |
| **Grand Total** | **7,400** |

| Goal 1: Increase student achievement gains schoolwide by focusing on teaching and learning. | | |
|---|---|---|
| **Description** | **Source** | **Total** |
| **B2.S1.A1** - UbD training in PLC Grade Levels | Other | 2,500 |
| **B3.S1.A1** - Fee Support Program is purchasing Thinking Maps materials | Other | 2,500 |
| **B3.S1.A1** - Kagan Higher Order Thinking Skills Training | Title II | 2,000 |
| **B3.S1.A1** - Whole Brain Teaching Training on campus | Title II | 400 |
| **Total Goal 1** | | **7,400** |