Franklin Park Elementary School

2014-15 School Improvement Plan

Franklin Park Elementary School

2323 FORD ST, Fort Myers, FL 33916

http://frk.leeschools.net//

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	Yes	97%

Alternative/ESE Center	Charter School	Minority
No	No	98%

School Grades History

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

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
Priority	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 maintain a positive learning culture where everyone performs at a high level and takes pride in success!

Provide the school's vision statement

To become a world class school system.

School Environment

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

The district provided a school climate survey to all parents, both electronic and paper. The fifth graders were adminstered a gallop survey to determine their perception and comfort level at school as it relates to school climate. The data from both surveys were used in planning classroom teambuilding activities and parent involvement nights.

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

* Our school mission
* a.m. hall coverage
* school expectations set
* team building activities in classrooms

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

* PBS
* Clear expectations

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

* PBS--mentoring by members of the staff
* school counselor
* MTSS-referals
* Vision & other health screenings
* social worker

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/202112.

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

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
Luckey, Charles	Principal
Quisenberry, Bethany	Assistant Principal
Ross, Lisa	Instructional Coach
Morgan, Stacia	Other
Hunter, Tamara	Teacher, K-12
Remy, Lacie	Instructional Coach
Garcia, Anne	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 the MTSS/RTI/Leadership Team are as follows:
Classroom Teacher
• Keep ongoing progress monitoring notes in a RTI folder (FAIR, curriculum assessments, SAT 10 or FCAT scores)
• Attend RTI Team meetings to collaborate on & monitor students who are struggling
• Implement interventions designed by RTI Team for students in Tier 2 & 3
•Deliver instructional interventions with fidelity
Learning Resource Teacher
•Attend RTI Team meetings
• Train teachers in interventions, progress monitoring, differentiated instruction
Maintain log of all students involved in the RTI process
•Model and assist as needed Tier 2 & 3 interventions
•Collect progress monitoring notes & anecdotals of interventions implemented
•Administer screenings as needed
•Collect school-wide data for team to use in determining at-risk students

Speech-Language Pathologist
•Attend RTI Team meetings as needed for Tier 2 & Tier 3 students
•Assist with Tier 2 & 3 interventions through collaboration, training, and/or direct student contact
•Incorporate RTI data when guiding a possible Speech/Language referral & when making eligibility decisions
Principal/Assistant Principal
•Facilitate implementation of RTI in the building
•Provide or coordinate valuable and continuous professional development
•Assign paraprofessionals to support RTI implementation when possible
•Attend RTI Team meetings to be active in the RTI change process
•Conduct classroom Walk-Throughs to monitor fidelity
Guidance Counselor/Curriculum Specialist
• MTSS/RTI Team facilitators
•Schedule and attend RTI Team meetings
•Send parent invites
•Complete necessary RTI forms
•Conduct social-developmental history interviews when requested
School Psychologist
•Attend RTI Team meetings on some students in Tier 2 & on all students in Tier 3
•Monitor data collection process for fidelity
•Review & interpret progress monitoring data
•Collaborate with RTI Team on effective instruction & specific interventions
•Incorporate RTI data when guiding a possible ESE referral & when making eligibility decisions
ESE Teacher/Staffing Specialist
•Consult with RTI Team regarding Tier 3 interventions
•Incorporate RTI data when making eligibility decisions
Specialist (Behavior, OT, PT)
•Consult with RTI Team
•Provide staff trainings
Social Worker
•Attend RTI Team meetings when requested
•Conduct social-developmental history interviews and share with RTI Team
ESOL/ELL Representative
•Attend all RTI Team meetings for identified ELL students, advising and completing LEP paperwork
•Conduct language screenings and assessments
The MTSS Leadership Team assists with the analysis of school, classroom, and student level data in order to identify areas for school improvement. Additionally, the team assists with the evaluation of the student response to current interventions.

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/RTI Leadership team at Franklin Park Elementary meets on a weekly basis to analyze school and/or student progress data in order to monitor the progress of students receiving interventions and to identify students in need of additional support. The team uses the five-step problem solving process as outlined in the district's Response to Intervention Manual.
Title I, Part A Title I, Title II and other programs coordinate through the SIP process. Each school completes a needs assessment before writing goals for the year. School improvement plans are written to ensure compliance with all state and national regulations. All school improvement plans are reviewed at the district level for appropriate use of funds and effective use of resources. This district

level review prevents duplication of services and facilitates coordination between schools and departments. This collaboration ensures that all programs support schools.

Title I, Part C- Migrant Title I, Part A coordinates with Title I, Part C to provide expanded academic enrichment opportunities to Migrant students. Services include after school tutorials in reading and math; health services; and literacy workshops for parents as a result of the coordination of these funds. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Title I, Part D The facilities and schools coordinate with health services (mental and physical) and other social services to meet the need of students returning back to their assigned educational facility. The district Health Services, Student Services, Title I, Title III and ESE departments are all a part of the collaborative effort. For example: social workers from student services has the process and procedures in place to assist students and their families with social services for food stamps and other health services; the ESE Department has established a memorandum of understanding for assistance with housing and counseling services through Ruth Cooper and the Lutheran Service; vocational instructors establish partnership with businesses so students will have an opportunity to continue to develop their vocational skill.

Title II, Part A Title I coordinates with other programs funded under NCLB through the SIP (School Improvement Plan) process. Within this plan, schools complete a Professional Development Plan in collaboration with Title II. The PDP is concentrated in reading, math, science and writing to meet the needs of the targeted subgroups not making annual AMO targets. The PDP includes teachers, paraprofessionals, and administrators. As part of the School Advisory Council, parents are included in this planning process. Each school completes a needs assessment before writing goals for the year. School improvement plans are written to ensure compliance with all state and national regulations. This collaboration ensures that all programs funded under NCLB use funds to support schools, not supplant district obligations. All school improvement plans are reviewed at the district level for appropriate use of funds and effectiveness. This district level review prevents duplication of services and facilitates coordination between agencies. Each school's SIP is reviewed by all stakeholders and submitted to the Board for approval. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Title III Title I, Part A coordinates with Title III to expand academic enrichment opportunities for ELLs. These services include after school tutorials, professional development, supplemental scientifically research based resources and materials. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Title X- Homeless Title X coordinates with Title I, Part A, to provide comparable services to homeless children who are not attending Title I schools. By providing ongoing collaboration between Title X and Title I, Part A, program staff, the same services for homeless students in Non-Title I schools are provided to homeless students in Title I schools. In addition to serving homeless students not enrolled in Title I schools, set-aside funds are used to provide services to homeless students who are attending Title I schools. Homeless students who attend Title I school-wide or targeted assistance schools may have unique challenges that are not addressed by the regular Title I program at these schools. These challenges may create barriers to full participation in Title I programs and defeat the overarching program goal of helping all students meet challenging state standards. For instance, students residing in shelters, motels, or other overcrowded conditions may not have a quiet place to study at the end of the day and may require extended after-school library time; tutoring and/or accessibility to tutoring as needed, school supplies, expedited evaluations, extended days/ learning opportunities, Saturday schools, summer academic camps, coordination of services with shelters or other homeless service providers, or, a student who is dealing with the stress and anxiety associated with homelessness may not be able to focus on his or her studies and may benefit from school counseling services. Through Title I, Part A, or Title I, Part A, in conjunction with Title X, McKinney-Vento funding homeless students can take part in services that enable them to benefit more from a school's Title I program.

Supplemental Academic Instruction (SAI) SAI is used to provide unique learning programs at schools. SAI funds are also used to fund summer school programs throughout the District. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Violence Prevention Programs The Youth Coalitions within Lee County provide opportunities for partnerships between the District and other social services. These social services assist all at-risk students through after-school programs that include academic, social, and health services. Anticipated outcomes include a safe environment for children and increased academic achievement. Bullying prevention programs are offered throughout the District. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Nutrition Programs Food and Nutrition Services offers healthy meals to all students. This includes ensuring that families are offered free and reduced lunch applications throughout the year. All students receive free breakfast at all school locations. Many Title I schools have also developed "Backpack Programs" in which nutritious food is sent home in a backpack each weekend to struggling families to ensure that children and families have food throughout the week. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Housing Programs

Head Start Blended Head Start/Title 1/VPK/Migrant early childhood classrooms will be located on the school's campus. High risk students will attend a year long, high quality early childhood program that serves four year old children. The goal of the program is to prepare children for kindergarten by meeting the federal Head Start Framework for School Readiness and State Standards for Four Year Olds that are aligned with the Common Core Standards. The expected outcome is that enrolled children who complete the program will be deemed ready for kindergarten on the Florida Kindergarten Readiness Screening (FLKRS).

Adult Education Adult Education partners with several Title I schools to offer ESOL classes for parents to learn English. Adult Education partners with Title I, Part A to offer paraprofessional classes to prepare paraprofessionals to take the qualifying test, ParaPro. Adult Education instructors review reading, math and writing skills, as well as test administration. Title I paraprofessionals benefit by becoming highly qualified as defined by NCLB. The benefit of these classes is to help the monolingual parents learn English so that they can become more self-sufficient. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Career and Technical Education The district provides extensive opportunity for Career and Technical Education including Industry Certification. Each attendance zone also includes a comprehensive high school with career academies.

Job Training The district provides extensive opportunity for Career and Technical Education including Industry Certification. Each attendance zone also includes a comprehensive high school with career academies.

Other Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Charles Luckey	Principal
Lisa Ross	Teacher
Lacie Remy	Teacher
Anne Coleman	Teacher
Kayla Holcomb	Parent
Abdul Hawk Muhammad	Business/Community
Gabriella Tomasi	Parent
Lupita Delgadillo	Parent
Britney White	Teacher
Roberta Torres	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

Development of this school improvement plan

Members of the School Advisory Council met as a group to go over and review the working document. The body will meet in September to continue discussion of the plan, make suggestions and adjustments. The plan will be officially approved by the School Advisory Council on September 26, 2014.

Preparation of the school's annual budget and plan

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

School Improvement dollars will be allocated to school-wide intiatives related to student learning. Before dollars are spent, the principal will bring the suggestion to the School Advisory Council for approval.

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
Alward, Rhonda	Teacher, K-12
Babyak, Gabrielle	Teacher, K-12
Garcia, Anne	Instructional Coach
Hunter, Tamara	Teacher, K-12
Morgan, Stacia	Teacher, K-12
Quisenberry, Bethany	Assistant Principal
Remy, Lacie	Instructional Coach
Ross, Lisa	Instructional Coach
Waltman, Francine	Teacher, K-12
Luckey, Charles	Principal

Duties

Describe how the LLT promotes literacy within the school

The major goal of the LLT is that every student will read on grade level by the end of the school year or make one or more year's growth in reading. Proper implementation of Reading Street and Go Math curriculum in Grades K-5 will be a major initiative. Extensive Training in Literacy Labs and Vocabulary Strategies will be on-going throughout the year.

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

The principal conducts intensive interviews, contacts references, provides specific new teacher training, pairs new teachers with mentors. and conducts monthly meetings with new teachers to discuss the progress and assist with skills.

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

All first year teachers are paired with a mentor to assist with planning, model lessons, discuss best practices, provide coaching and classroom management. All mentors have received training provided by the district for Peer Educators.
Rice – Jaqueline Ali (1st grade)
Babyak – Genevieve Taylor (1st grade)
Molheim – Carly Merson (2nd grade)
Hunter – Ashley Loson (2nd grade)
Ross – Anastasia Young (3rd grade)
Waltman – Elizabeth Brewer (3rd grade)

Ambitious Instruction and Learning

Instructional Programs and Strategies

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

Intervention time is aligned to student need based upon the mastery of the standard.

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

Strategy: Extended School Day

Minutes added to school year: 0

All teachers will incorporate intervention time for all students that require assistance to become proficient with the grade level standards. The teachers will use data to drive instruction to enrich or remediate the students based upon their needs. Additionally, students in grades 3, 4, and 5 will have after school tutoring.

Strategy Rationale

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

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

The data is collected after each assessment, and each teacher completes a Student Data Analysis Review Sheet in which he/she identifies any student and standard in which 80% mastery was not obtained. Then, the teacher creates an action plan for the students to be remediated or enriched for a particular skill.

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 will be held prior to the start of the school year for Kindergarten students and their families to familiarize them with the school and expectations for the coming year. All students are assessed prior to, or upon 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 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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

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.   To improve the teachers' level of confidence and competence with content knowledge and instructional practices.

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. To improve the teachers' level of confidence and competence with content knowledge and instructional practices. 1a

🔍 G038494

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	59.0
Math Gains	73.0
Math Lowest 25% Gains	65.0
ELA/Reading Gains	50.0
ELA/Reading Lowest 25% Gains	40.0

Resources Available to Support the Goal 2

- Teacher Support
- Instructional coaches
- Curriculum materials
- District Master curriculum teachers
- TIF (Teacher Incentive Fund) Teachers

Targeted Barriers to Achieving the Goal 3

- Instructional practices do not produce the desired level of rigor, differentiated instructions, writing across content areas, and Science integration.
- Parent/Community Involvement
- Effective instructional practices

Plan to Monitor Progress Toward G1. 8

Significant improvement in instructional practices that model/exhibit rigor, differentiated instruction, writing across the content areas, and Science integration

Person Responsible
Charles Luckey

Schedule
On 6/8/2015

Evidence of Completion
Instructional Review Data, Walk-through data collection, Student Performance Data, STAR Quarterly

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. To improve the teachers' level of confidence and competence with content knowledge and instructional practices. `1`

🔍 G038494

G1.B1 Instructional practices do not produce the desired level of rigor, differentiated instructions, writing across content areas, and Science integration. `2`

🔍 B092430

G1.B1.S1 To create opportunities for teachers to increase their expertise in subject area content. `4`

🔍 S103338

Strategy Rationale

More opportunities will strengthen teachers knowledge in subject areas and result in intergrated instruction.

Action Step 1 `5`

Provide professional development through planning, in-class support, and model classroom visits

Person Responsible

Schedule

Evidence of Completion

sign-in sheets from PD, coach logs.classrrom look fors

Action Step 2 [5]

Implement TIF Professional Development Plan

Person Responsible

Stacia Morgan

Schedule

Monthly, from 8/25/2014 to 6/8/2015

Evidence of Completion

Sign in sheets, training registration

Action Step 3 [5]

Faciliate purposeful planning for teachers to develop rigorous lessons that include opportunities to write across the content areas

Person Responsible

Charles Luckey

Schedule

Weekly, from 8/25/2014 to 6/8/2015

Evidence of Completion

Lesson plans, Walk- through data collection, Student Artifacts, PLC MInutes, Writing Plan, Student Data Review Sheet

Action Step 4 [5]

Facilitate purposeful planning for teachers to integrate science concepts into classroom instruction

Person Responsible

Charles Luckey

Schedule

Evidence of Completion

Lesson plans, Walk through data collection, Student Artifacts, PLC MInutes, Student Data Review Sheet, Science Academic Plan

Action Step 5 5

Facilitate purposeful planning for teachers to implement differentiated instruction

Person Responsible

Charles Luckey

Schedule

Weekly, from 8/25/2014 to 6/8/2015

Evidence of Completion

Walk throughs, student data (FAIR - K, STAR 1-5) Meeting Minutes, Lesson Plans, PLC Meetings

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

Instruction and activities that include rigor, differentiated instructions, writing across content areas, and Science integration.

Person Responsible

Schedule

Monthly, from 8/25/2014 to 6/8/2015

Evidence of Completion

Walk-through data collection, Lesson Plans, Student work samples, graphics organizers, differentiated grouping based on data, writing in response to reading, student work displays.

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

Increased Instructional practices which demonstrate the desired level of rigor, differentiated instruction, writing across content areas, and Science integration.

Person Responsible

Schedule

Monthly, from 8/25/2014 to 6/8/2015

Evidence of Completion

Student performance data, Walkthrough data collection, student work samples, lesson plans.

G1.B2 Parent/Community Involvement 2

B092432

G1.B2.S1 To create an environment that will increase parent involvement in school. 4

S104888

Strategy Rationale

Increased parent involvement will result in higher student achievement.

Action Step 1 5

Curriculum Nights and Student Advisory Council (SAC)

Person Responsible

Lisa Ross

Schedule

Every 2 Months, from 8/25/2014 to 6/8/2015

Evidence of Completion

Sign -in sheets for parent conferences, school advisory and curriculum nights.

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

Curriculum Nights and School Advisory Council

Person Responsible

Lisa Ross

Schedule

On 6/8/2015

Evidence of Completion

Sign in sheets for curriculum nights, student led conferences and or parent conferences, minutes from the school advisory council.

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

Curriculum Nights and School Advisory Council

Person Responsible

Charles Luckey

Schedule

Every 2 Months, from 8/25/2014 to 6/8/2015

Evidence of Completion

Sign in sheets for student conferences, curriculum nights and minutes from school advisory council.

G1.B3 Effective instructional practices `2`

B092433

G1.B3.S1 To provide professional development and modeling and monitoring of effective instructional strategies. `4`

S104956

Strategy Rationale

Effective modeling and professional development and monitoring of instructional practices will result in higher student achievement.

Action Step 1 `5`

Modeling, Professional Development and Monitoring of effective instructional practices

Person Responsible

Charles Luckey

Schedule

Monthly, from 8/25/2014 to 6/8/2015

Evidence of Completion

Coaches logs, professional developments sign in sheet, look fors, walk throughs

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

Effective instructional practices

Person Responsible

Charles Luckey

Schedule

Biweekly, from 8/25/2014 to 6/8/2015

Evidence of Completion

Walk-throughs, formative and summative evaluations

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 `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.B1.S1.A1	Provide professional development through planning, in-class support, and model classroom visits		sign-in sheets from PD, coach logs.classrrom look fors	one-time	
G1.B2.S1.A1	Curriculum Nights and Student Advisory Council (SAC)	Ross, Lisa	8/25/2014	Sign -in sheets for parent conferences, school advisory and curriculum nights.	6/8/2015 every-2-months
G1.B3.S1.A1	Modeling, Professional Development and Monitoring of effective instructional practices	Luckey, Charles	8/25/2014	Coaches logs, professional developments sign in sheet, look fors, walk throughs	6/8/2015 monthly
G1.B1.S1.A2	Implement TIF Professional Development Plan	Morgan, Stacia	8/25/2014	Sign in sheets, training registration	6/8/2015 monthly
G1.B1.S1.A3	Faciliate purposeful planning for teachers to develop rigorous lessons that include opportunities to write across the content areas	Luckey, Charles	8/25/2014	Lesson plans, Walk- through data collection, Student Artifacts, PLC MInutes, Writing Plan, Student Data Review Sheet	6/8/2015 weekly
G1.B1.S1.A4	Facilitate purposeful planning for teachers to integrate science concepts into classroom instruction	Luckey, Charles	8/25/2014	Lesson plans, Walk through data collection, Student Artifacts, PLC MInutes, Student Data Review Sheet, Science Academic Plan	weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A5	Facilitate purposeful planning for teachers to implement differentiated instruction	Luckey, Charles	8/25/2014	Walk throughs, student data (FAIR - K, STAR 1-5) Meeting Minutes, Lesson Plans, PLC Meetings	6/8/2015 weekly
G1.MA1	Significant improvement in instructional practices that model/ exhibit rigor, differentiated instruction, writing across the content areas, and Science integration	Luckey, Charles	8/25/2014	Instructional Review Data, Walk-through data collection, Student Performance Data, STAR Quarterly	6/8/2015 one-time
G1.B1.S1.MA1	Increased Instructional practices which demonstrate the desired level of rigor, differentiated instruction, writing across content areas, and Science integration.		8/25/2014	Student performance data, Walkthrough data collection, student work samples, lesson plans.	6/8/2015 monthly
G1.B1.S1.MA1	Instruction and activities that include rigor, differentiated instructions, writing across content areas, and Science integration.		8/25/2014	Walk-through data collection, Lesson Plans, Student work samples, graphics organizers, differentiated grouping based on data, writing in response to reading, student work displays.	6/8/2015 monthly
G1.B2.S1.MA1	Curriculum Nights and School Advisory Council	Luckey, Charles	8/25/2014	Sign in sheets for student conferences, curriculum nights and minutes from school advisory council.	6/8/2015 every-2-months
G1.B2.S1.MA1	Curriculum Nights and School Advisory Council	Ross, Lisa	8/25/2014	Sign in sheets for curriculum nights, student led conferences and or parent conferences, minutes from the school advisory council.	6/8/2015 one-time
G1.B3.S1.MA1	[no content entered]			one-time	
G1.B3.S1.MA1	Effective instructional practices	Luckey, Charles	8/25/2014	Walk-throughs, formative and summative evaluations	6/8/2015 biweekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportuntities

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

G1. To improve the teachers' level of confidence and competence with content knowledge and instructional practices.

G1.B1 Instructional practices do not produce the desired level of rigor, differentiated instructions, writing across content areas, and Science integration.

G1.B1.S1 To create opportunities for teachers to increase their expertise in subject area content.

PD Opportunity 1

Provide professional development through planning, in-class support, and model classroom visits

Facilitator

Teacher Leader Team, District Curriculum Master Teachers, DA Team

Participants

All teachers

Schedule

PD Opportunity 2

Implement TIF Professional Development Plan

Facilitator

TIF Teachers, Teacher Leader Team

Participants

All teachers

Schedule

Monthly, from 8/25/2014 to 6/8/2015

PD Opportunity 3

Facilitate purposeful planning for teachers to integrate science concepts into classroom instruction

Facilitator

DA Team District science personnel-Lee Hughes, school-based Science Resource Teacher, Administrative Team

Participants

Classroom Teacher K-5/PLC Teams,

Schedule

PD Opportunity 4

Facilitate purposeful planning for teachers to implement differentiated instruction

Facilitator

DA Team, Administrative Team, Leadership Team, District Science perssonel-Lee Hughes, Reading Coach, Math Coach

Participants

Teachers K-5/PLC Teams

Schedule

Weekly, from 8/25/2014 to 6/8/2015

G1.B3 Effective instructional practices

G1.B3.S1 To provide professional development and modeling and monitoring of effective instructional strategies.

PD Opportunity 1

Modeling, Professional Development and Monitoring of effective instructional practices

Facilitator

Coaches, DA Team, Leadership Team, Administration

Participants

Teachers

Schedule

Monthly, from 8/25/2014 to 6/8/2015

Technical Assistance Items

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

G1. To improve the teachers' level of confidence and competence with content knowledge and instructional practices.

G1.B1 Instructional practices do not produce the desired level of rigor, differentiated instructions, writing across content areas, and Science integration.

G1.B1.S1 To create opportunities for teachers to increase their expertise in subject area content.

PD Opportunity 1

Faciliate purposeful planning for teachers to develop rigorous lessons that include opportunities to write across the content areas

Facilitator

DA Team, Writing Teacher, Administrative Team, Leadership Team

Participants

All teachers

Schedule

Weekly, from 8/25/2014 to 6/8/2015

Budget Rollup

Summary	
Description	**Total**
Grand Total	**0**