

Philip O'Brien Elementary School



2014-15 School Improvement Plan

Philip O'Brien Elementary School

1225 LIME ST E, Lakeland, FL 33801

schools.polk-fl.net/philipobrien

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
63%

Alternative/ESE Center
No

Charter School
No

Minority
58%

School Grades History

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

School Board Approval

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

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
Focus	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Our mission is to provide a high quality education for all students.

Provide the school's vision statement

We will provide a high-quality learning experience to a diverse community of learners that will enable all students to master skills necessary for success at the next level of their academic and personal endeavors.

School Environment

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

Being a Positive Behavior Supports school means that we maximize the positive and minimize the negatives. We celebrate our diversity by recognizing the value and uniqueness of every stakeholder in our school and community.

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

First and foremost, we have a caring and compassionate staff. We want our students to feel at ease and as safe or safer than being at home. We do this by teaching and modeling pro-social skills. We provide continuous, and consistent reinforcement aligned with the District's Code of Conduct and the Positive Behavior Support system

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Our school has been trained and uses Positive Behavior Supports program to decrease discipline incidents and issues. We have posted clear positive expectations for all areas of our school including a school shirt which reinforces these positive expectations. We use the District Code of Conduct as our guide for ensuring firm, fair and consistent consequences while safety is always of utmost concern.

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

We recognize that when students' basic needs are not met, they experience difficulty focusing and performing in the school setting. Therefore, Philip O'Brien Elementary School implements the following programs to ensure the social-emotional needs of all students are met:

1. An open door policy to the School counselor's office. Referrals to the Counselor's office can be made by the student, the parent(s), teacher(s), or any other school official or community based agency.
2. Big Brothers/Big Sisters organization provides mentors to the identified students of P O'B Elem. The BB or BS visits with their student once weekly to encourage, motivate, and support.
3. Bullying lessons are provided at the start of the school year, with a reporting procedure in place to

ensure student safety and security.

4. For students that may not have access to meals during the weekend, our school is sponsored by Kidpacks Organization to provide meals to students identified by the Hearth program, school based administrators, and teachers.

5. Donations of school supplies, uniforms, toiletries, various vouchers are provided to students in need.

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

Multi Tiered System of Supports used for our targeted students of need.

Problem solving team meetings including observations and development of behavior plans

Social Worker who counsels, makes home visits and conducts attendance meeting with guidance and attendance manager

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	14	17	7	17	14	9	78
One or more suspensions	5	12	5	13	0	7	42
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	46	51	69	166

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

Indicator	Grade Level		Total
	2	5	
Students exhibiting two or more indicators	1	1	2

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

Teachers have access to the Early Warning reports via Interactive Data Evaluation Assessment System (IDEAS) System each week. Teachers are then able to hold teacher/parent conferences and develop interventions in the classroom.

The attendance manager keeps abreast of tardies and absences with referrals to the guidance counselor and social worker in order to provide extra support (parent contact, discuss attendance contract and/or tier 2 intervention plans.)

Repeat discipline problems are referred to the problem solving team in order to assist the teacher in the development of a behavior plan.

In some cases where a student may need more individual support, we use the check in/check out system of mentoring.

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/182904>.

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

The staff at Philip O'Brien Elementary understands the importance of forming positive relationships with our parents so that students are successful. We engage families in regular, two-way, and meaningful communication through agendas, ConnectEd messages, and monthly newsletters. Conference meetings are held at flexible dates and times in order to accommodate parents' work schedules. The Annual Title I meeting, workshops, and Family Academic nights provide information, resources, and activities to assist parents in the education process involving their children.

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
CRAWFORD, MERRI	Principal
BASEL, CHARLES	Assistant Principal
Ouhri, Carolyn	Other
Dempsey, Barbara	Teacher, K-12
Hunt, Douglas	Teacher, K-12
Slay, Cheryl	Teacher, K-12
McGahee, Kathy	Other
Nichols, Betty	Instructional Coach
Warren, Hope	Teacher, K-12
Thenor, Tiffany	Teacher, K-12

Duties

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

The MTSS Leadership Team will focus on how to improve school/teacher effectiveness and student achievement using the MTSS Model.

The MTSS Leadership Team is a cross section of the entire school, sharing of information at all levels concerning Rtl which supports all Rtl efforts.

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

Creating a block schedule that supports weekly collaborative planning and professional development. Total administrative support with Guidance assistance for effective MTSS implementation is the goal. Title I, Part A, funds school-wide services to Philip O'Brien Elementary School. The Title I funds provide supplemental instructional resources and interventions for students with academic achievement needs. Title I, Part A, support provides after-school and summer instructional programs, supplemental instructional materials, resource teachers, technology for students, professional development for the staff, and resources for parents. The district coordinates with Title II and Title III to ensure that staff development needs are addressed accordingly.

Title I, Part C-Migrant students enrolled in Philip O'Brien Elementary School will be assisted by the school and by the District Migrant Education Program (MEP). Students will be prioritized by the MEP for supplemental services based on need and migrant status. MEP Teacher Advocates, assigned to schools with high percentages of migrant students, monitor the progress of these high need students and provide or coordinate supplemental academic support. Migrant Home-School Liaisons identify and recruit migrant students and their families for the MEP. They provide support to both students and parents in locating services necessary to ensure the academic success of these students whose education has been interrupted by numerous moves.

Title I, Part D

Provide Transition Facilitators to assist students with transition from Department of Juvenile Justice (DJJ) facilities back into their zoned school. The Transition Facilitators communicate with the Guidance Counselors at schools to facilitate the transfer of records and appropriate placement.

Title II- N/A

Title III- Provide supplemental resources for English Language Learners (ELL) and their teachers in Title I schools, as well as professional learning opportunities for staff.

Title X- Homeless

The Hearth program, funded through Title X, provides support for identified homeless students. Title I provides support for this program, and many activities implemented by the Hearth program are carried out in cooperation with the Migrant Education Program (MEP) funded through Title I, Part C.

Supplemental Academic Instruction (SAI)- N/A

Violence Prevention Programs- Title IV provides violence and drug prevention programs in schools in order to promote a safe school environment. Examples of violence prevention programs include anti-bullying, gang awareness, gun awareness, etc.

Nutrition Programs

This school has been a location for a summer feeding program for the community and our school is participating in a pilot program to provide all students with a free breakfast and lunch.

Housing Programs

Students with housing needs are referred to the Homeless Student Advocate.

Head Start is not located on our campus. Resources are provided to the program to assist in the transition of students from pre-k to kindergarten. Head Start teachers may participate in professional learning opportunities offered to school staff, and they are involved in Professional Learning Community activities with kindergarten teachers. Parents of Head Start students are invited to participate in parent workshops and activities provided by the school.

Adult Education (Secondary)- N/A

Career and Technical Education (Secondary)- N/A
 Job Training (Secondary)- N/A

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Merri Crawford	Principal
Georgia Peick	Business/Community
Kathy McGAhee	Teacher
Alcira McConnell	Education Support Employee
Andrea Guzman	Education Support Employee
Dorothy Wilson	Parent
Stacie Johnson	Parent
Mayra Carpio	Parent
George Vidal	Parent
Rebecca Knowles	Parent
April Brown	Parent
	Student

Duties

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

Evaluation of last year's school improvement plan

The SAC will be advised of the SIP all along the way during regular SAC meetings. The SAC members will have input in the ongoing development of the SIP at Philip O'Brien Elementary School. A review will be presented to the SAC with copies of the SIP given to each member of SAC. At the next meeting SAC members ask questions and discuss the SIP.

Development of this school improvement plan

The SAC will be advised of the SIP all along the way during regular SAC meetings. The SAC members will have input in the ongoing development of the SIP at Philip O'Brien Elementary School.

Preparation of the school's annual budget and plan

N/A

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

N/A

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
CRAWFORD, MERRI	Principal
BASEL, CHARLES	Assistant Principal
Ouhri, Carolyn	Instructional Coach
Dempsey, Barbara	Teacher, K-12
Hunt, Douglas	Teacher, K-12
Slay, Cheryl	Teacher, K-12
McGahee, Kathy	Other
Nichols, Betty	Instructional Coach
Warren, Hope	Teacher, K-12
Thenor, Tiffany	Teacher, K-12
Shields, Janet	Instructional Media

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team will focus on the school wide initiatives while and determining ways of increasing literacy for our lowest 25% and our Tier 2 and 3 students in the classrooms and insuring fidelity with the Florida Standards.

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

Weekly grade level collaborative planning sessions, weekly professional development trainings and weekly Leadership Team meetings are held related to planning, data analysis, educational research and professional practices.

* Leadership Meetings on Mondays at 3:30 P.M.

* Collaborative Grade Level Planning (Reading/Math) on Tuesdays during Specials Block

* Professional Development on Wednesdays during Grade Level Specials Block

Administration, Reading Coach, and Math Interventionist is responsible for facilitating these activities.

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

Philip O'Brien Elementary is a Professional Development school for Florida Southern College. Every Tuesday, Florida Southern (Level II) Education major spend their day working collaboratively with a clinical supervised trained classroom teacher. In addition, Intern students from Florida Southern College, Southeastern and University of South Florida are also placed at Philip O'Brien Elementary.

Weekly grade level collaborative planning sessions, weekly professional development trainings and weekly Leadership Team meetings are held related to planning, data analysis, educational research and professional practices.

Administration is responsible for these activities.

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

Category I teachers will be assigned a site-based mentor.

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

We will be using State/District approved instructional programs and materials. The core instructional program for literacy is Reading Wonders. The core instructional program for Mathematics is GoMath!

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

Using data from FCAT scores, FAIR-FS and ongoing formative assessments, instruction is differentiated to meet students' diverse needs. Instruction for these students may be modified or supplemented in the following ways: small group instruction, one on one instruction, and varying reading levels. The differentiated instruction may include tiered instruction, interest centers, hands-on manipulatives, and varying lengths of time to complete tasks.

An example of this is using tiered instruction during math. If on a formative assessment, a student demonstrates that he is struggling with the concept being assessed, he will become part of small group that the instructor will work with using an alternate strategy, perhaps hands-on tools or another method. The students that have demonstrated proficiency will continue the math tasks.

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: 1,320

Purpose:

Provide small group instruction to students needing additional instruction to master the Florida Standards (K-5). There will be a total of six teachers providing extended learning instruction, every Tuesday/Thursday from 3:15-4:15 (including 15 minutes per session for planning).

Strategy Rationale

Data indicates that there are students working at and below proficiency level.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

CRAWFORD, MERRI, merri.crawford@polk-fl.net

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

We will use multiple data sources to determine the effectiveness of the strategies implemented.

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

Philip O'Brien Elementary participates in Polk County's Kindergarten Round-Up and provides the opportunity for preschool children to visit the campus as they begin the transition from preschool to "big" school. Philip O'Brien Elementary provides written documentation for preschool parents regarding developmental readiness and age appropriate skills. The administrative staff, in collaboration with the Kindergarten department, coordinates the preschool visits and meet for campus tours and individual and /or small group orientation-to-school sessions. Incoming kindergarten students are assessed within the first 30 days of school using the Florida School readiness Screener (FLKRS). FAIR information is used to determine students' acquisition of specific skills/knowledge, and make instructional accommodations/modifications. Philip O'Brien Elementary will continue to use Child Find to identify and assist preschoolers with limited school readiness rates. We anticipate the overall readiness of our kindergarten students to steadily rise as resources are available from the district and community.

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

N/A

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

N/A

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

N/A

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.** All teachers will improve core instruction by engaging students in rigorous tasks aligned with the full intent of the Florida Standards in all content areas.

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. All teachers will improve core instruction by engaging students in rigorous tasks aligned with the full intent of the Florida Standards in all content areas. 1a

G039008

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	67.0
AMO Reading - All Students	68.0
FCAT 2.0 Science Proficiency	44.0

Resources Available to Support the Goal 2

- Professional Development
- Vertical Team Planning
- Collaborative Planning
- Electronic Resources (CPalms, Renaissance Place-Accelerated Reader, Brain Pop, Raz Kids, Star Fall, ReflexMath, ThinkCentral, CCC-Steaming Media)
- Print Resources (Reading Wonders, GoMath! Florida Standards, Newspapers in Education)
- Content Area Interventionists (Math, Literacy)

Targeted Barriers to Achieving the Goal 3

- Teachers are not familiar with the new Florida Standards.
- Lack of rigor
- Lack of engagement
- Lack of differentiation
- MTSS needs more emphasis
- Lack of Professional Development
- Additional Common Planning Time for vertical planning

Plan to Monitor Progress Toward G1. 8

Progress monitoring assessment tools: FAIR-FS, IMPROVE and District-Timed Writing

Person Responsible

MERRI CRAWFORD

Schedule

Weekly, from 8/25/2014 to 6/4/2015

Evidence of Completion

Progress monitoring will be reviewed and if increases are not evident, goals will be re-evaluated and refined.

Plan to Monitor Progress Toward G1. 8

Continuous monitoring of the Block schedule is in effect for the proper amount of time for reading and math and a smooth flow of the day so as to maximize instructional time in the classroom

Person Responsible

MERRI CRAWFORD

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

The block schedule s will be monitored for accuracy in order to insure instructional time and collaborative planning time is effective

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. All teachers will improve core instruction by engaging students in rigorous tasks aligned with the full intent of the Florida Standards in all content areas. **1**

 G039008

G1.B1 Teachers are not familiar with the new Florida Standards. **2**

 B093835

G1.B1.S1 Weekly grade level collaborative planning meetings **4**

 S104889

Strategy Rationale

With these meetings we will be able to provide and collaborative planning in the area of Florida Standards as the administration will facilitate to insure fidelity.

Action Step 1 **5**

Weekly grade level meetings will be held with administration, Reading Coach, and Math Interventionist for collaborative planning in Reading and Math using the Florida Standards.

Person Responsible

MERRI CRAWFORD

Schedule

Weekly, from 8/19/2014 to 6/2/2015

Evidence of Completion

PD sign in sheets, meeting notes and implementation of collaborative lesson plans in the instructional process.

Action Step 2 5

Teachers will use collaborative lesson plans with instruction directly related the Florida Standards.

Person Responsible

MERRI CRAWFORD

Schedule

Daily, from 8/19/2014 to 6/2/2015

Evidence of Completion

Lesson plans that are created using the collaborative planning process.using Florida Standards.

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

The Principal and/or the Assistant Principal will facilitate the meetings.

Person Responsible

MERRI CRAWFORD

Schedule

Weekly, from 8/19/2014 to 6/2/2015

Evidence of Completion

PD sign in sheets and meeting notes

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

The Principal, Assistant Principal, and Reading Coach will monitor with Walk-throughs, observations and collaborative planning sessions.

Person Responsible

MERRI CRAWFORD

Schedule

Daily, from 8/11/2014 to 6/4/2015

Evidence of Completion

Lesson plans, alignment charts and Journey.

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

Targeted classroom observation and student engagement when using grade level text.

Person Responsible

MERRI CRAWFORD


Schedule

Weekly, from 8/25/2014 to 6/4/2015

Evidence of Completion

walkthrough and observation data in journey

G1.B1.S2 Weekly (Wednesdays) Professional Development will be provided 4

 S104890

Strategy Rationale

To be able to provide professional development ongoing throughout the year to train teachers in areas of need.

Action Step 1 5

Professional Development by grade level every Wednesday

Person Responsible

MERRI CRAWFORD

Schedule

Weekly, from 8/20/2014 to 6/4/2015

Evidence of Completion

PD sign in form, handouts, follow-up student work samples

Action Step 2 5

Analytical Writing Introduced

Person Responsible

MERRI CRAWFORD

Schedule

Every 2 Months, from 8/13/2014 to 2/27/2015

Evidence of Completion

PD sign in form, handouts, follow-up student samples with rubric

Action Step 3 5

ESOL Strategies for the Classroom

Person Responsible

CHARLES BASEL

Schedule

On 1/14/2015

Evidence of Completion

Follow up activity will be on January 1, 2014 with PD Sign In Sheets

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Professional Development sign in forms as records of participation in each PD opportunity.

Person Responsible

CHARLES BASEL

Schedule

Weekly, from 8/20/2014 to 6/3/2015

Evidence of Completion

The administration will provide professional development with PD sign in forms and necessary PD district reporting.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Student Engagement while using grade level text

Person Responsible

MERRI CRAWFORD


Schedule

Weekly, from 8/25/2014 to 6/4/2015

Evidence of Completion

Targeted classroom observations, walkthroughs, using Journey

G1.B1.S3 Ensure compliance with Title I Guidelines and maintain TASK files. Strengthen the academic program in the school by assisting teachers with supplemental instructional support in the area of writing and reading. 4

 S104893

Strategy Rationale

To provide additional support aligned to the Florida Standards in writing and reading.

Action Step 1 5

Title I Program Facilitator duties will be satisfied as well as analytical writing and reading instructional support given where needed.

Person Responsible

MERRI CRAWFORD

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Increased student achievement as measured by progress monitoring and FSA.

Action Step 2 5

Title I person will be a Reading Instruction Interventionist to assist students that non-proficient in reading.

Person Responsible

MERRI CRAWFORD

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Lesson plans and journey observations will provide data and documentation

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Lesson Plans

Person Responsible

CHARLES BASEL

Schedule

Weekly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Lesson Plan Check

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Student engagement during small group writing and reading instruction

Person Responsible

MERRI CRAWFORD


Schedule

Weekly, from 8/25/2014 to 6/4/2015

Evidence of Completion

Targeted observations of small group writing and reading instruction using Journey.

G1.B1.S4 Strengthen the academic program in the school by assisting teachers with supplemental instructional support in the area of math. 4

 S104894

Strategy Rationale

To provide support aligned to the Florida Standards in mathematics.

Action Step 1 5

Strengthen the academic program in the school by assisting teachers with supplemental instructional support in the area of math as it related to the Florida Standards.

Person Responsible

MERRI CRAWFORD

Schedule

Quarterly, from 8/25/2014 to 6/4/2015

Evidence of Completion

Increased student achievement as measured by progress monitoring and the FSA.

Action Step 2 5

We will have a math interventionist who will work with targeted students that are not proficient in math

Person Responsible

Carolyn Ouhri

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Lesson plans and journey observations will be used for documentation

Plan to Monitor Fidelity of Implementation of G1.B1.S4 6

Lesson Plans

Person Responsible

CHARLES BASEL

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Lesson Plan Check during walk-throughs

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 7

Student engagement during small group math instruction.

Person Responsible

MERRI CRAWFORD

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Targeted observations of small group math instruction

G1.B1.S5 Increase the fidelity of walkthroughs with timely corrective feedback 4

 S104895

Strategy Rationale

As we complete our walk throughs we will be able to check for compliance with the use of Florida Standards and offer corrective feedback

Action Step 1 5

Reading instructional support given where needed including after school tutoring.

Person Responsible

MERRI CRAWFORD

Schedule

Weekly, from 9/1/2014 to 5/27/2015

Evidence of Completion

Increased student achievement as measured by progress monitoring and the 2015 State Assessment.

Action Step 2 5

We will use the Dana Center Classroom Walkthrough for Continuous Improvement for data collection with Journey walk throughs.

Person Responsible

MERRI CRAWFORD

Schedule

Daily, from 12/1/2014 to 5/27/2015

Evidence of Completion

We will have combined data from three observers who will identify trends for corrective action in classrooms

Plan to Monitor Fidelity of Implementation of G1.B1.S5 6

Journey Observations

Person Responsible

MERRI CRAWFORD

Schedule

Daily, from 8/25/2014 to 6/4/2015

Evidence of Completion

Lesson Plan Checks and record of feedback sessions

Plan to Monitor Effectiveness of Implementation of G1.B1.S5 7

Student engagement during small group reading instruction

Person Responsible

MERRI CRAWFORD


Schedule

Daily, from 8/19/2014 to 6/4/2015


Evidence of Completion

Targeted observations of small group reading instruction

G1.B2 Lack of rigor **2**

 B097504

G1.B2.S1 We will be using walk throughs to insure that rigor is increased and is based on the Florida Standards **4**

 S108857

Strategy Rationale

By monitoring what we expect, compliance will increase

Action Step 1 **5**

The administration will use focused walk throughs targeting engagement with cognitive complexity/rigor.

Person Responsible

MERRI CRAWFORD

Schedule

Weekly, from 8/25/2014 to 6/4/2015

Evidence of Completion

Journey walk-through engagement data

Action Step 2 **5**

The administration will provide professional development on cognitive complexity to enhance teacher understanding of the Florida Standards and rigor. Establishing rigor by understanding the cognitive complexity levels.

Person Responsible

CHARLES BASEL

Schedule

On 11/19/2014

Evidence of Completion

Teachers will analyze each level of cognitive complexity and compare it to the possible products and potential activities within each level of cognitive complexity. The data will be collected by each grade level and compiled overall. Implications for classroom instruction will be discussed and recommendations will be made.

Action Step 3 5

The administration will use Dana Center Training on Florida Standards to enhance teacher understanding thereof. We will use the alignment tool to assist teachers in their collaborative planning sessions to target what is to be taught at that standard for their grade level.

Person Responsible

MERRI CRAWFORD

Schedule

Weekly, from 8/25/2014 to 6/4/2015

Evidence of Completion

The administration observation/facilitation of collaborative planning sessions, examination of teacher lesson plans and using the Dana Center's classroom walk through for continuous improvement for data collection to make necessary changes based on trends that emerge from that data.

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

The administration will target cognitive complexity/rigor with focused walk throughs by looking for projects and activities aligned with cognitive complexity levels.

Person Responsible

MERRI CRAWFORD

Schedule

Weekly, from 8/25/2014 to 6/4/2015

Evidence of Completion

Walk throughs, informal and informal observations will be recorded in Journey including corrective feed back along side with the Dana Center classroom walkthrough for continuous improvement record sheets.

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

The administration will target Florida Standards alignment with focused walk throughs by looking for focus on curriculum, learners, instruction and learning environment aligned with cognitive complexity levels.

Person Responsible

MERRI CRAWFORD

Schedule

Daily, from 12/1/2014 to 6/4/2015

Evidence of Completion

Results of Dana Center Classroom walk through for Continuous Improvement

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

We will be using focused walk throughs targeting the use of the Florida Standards and the use of cognitive complexity/rigor using Journey and Dana Center classroom walkthrough for continuous improvement.

Person Responsible

MERRI CRAWFORD


Schedule

Weekly, from 8/25/2014 to 6/4/2015


Evidence of Completion

Evidence of the effectiveness will be reflected in Journey during walk throughs, informal and formal observations including corrective feedback where needed and compiled data from Dana Center classroom walk throughs for continuous improvement .

G1.B3 Lack of engagement **2**

 B097505

G1.B3.S1 To increase student engagement by implementing the gradual release model of instruction **4**

 S108858

Strategy Rationale

By increasing student engagement using the Florida Standards, student data will increase

Action Step 1 **5**

The administration will target engagement with focused walk throughs.

Person Responsible

MERRI CRAWFORD

Schedule

Weekly, from 8/25/2014 to 6/4/2015

Evidence of Completion

Journey observations will target with use of focused observations, the implementation of the gradual release model for increasing student engagement.

Action Step 2 **5**

The administration will use the Dana Center Classroom Walk through for continuous improvement to ascertain levels of engagement

Person Responsible

MERRI CRAWFORD

Schedule

Daily, from 12/1/2014 to 6/4/2015

Evidence of Completion

Classroom walk through for continuous improvement record sheets with trend data

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

The administration monitor through observations using focused observations of the use of gradual release for student engagement.

Person Responsible

MERRI CRAWFORD

Schedule

Weekly, from 8/25/2014 to 6/4/2015

Evidence of Completion

Observations using Journey and observation using Dana Cente'sr Classroom Walkthrough for Continuous Improvement

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

We will monitor using Journey with corrective feedback and support through grade level and leadership team meetings.

Person Responsible

MERRI CRAWFORD


Schedule

Quarterly, from 8/25/2014 to 6/4/2015


Evidence of Completion

We will use the data from our progress monitoring pieces for increases in students achievement.

G1.B4 Lack of differentiation **2**

 B097506

G1.B4.S1 By using MTSS and Formative Assessments we will be better equipped to create differentiated groups for instruction using the Florida Standards **4**

 S108868

Strategy Rationale

Increasing the fidelity and use of differentiated group instruction, test data will increase.

Action Step 1 **5**

We will use the MTSS process and results from progress monitoring using but not limited to FAIR, Math Assessments, FCAT data and formative assessments to help create differentiated groups.

Person Responsible

MERRI CRAWFORD

Schedule

Weekly, from 8/25/2014 to 6/4/2015

Evidence of Completion

Progress monitoring assessments

Action Step 2 **5**

Our guidance counselor will convene problem solving groups to enhance the use of the MTSS process

Person Responsible

MERRI CRAWFORD

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Our Guidance Counselor MTSS meeting notes will provide the evidence of MTSS support for children in academic/behavioral need.

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

The administration will use walk throughs with focused observations to insure fidelity and lesson plan checks for formative assessments .

Person Responsible

MERRI CRAWFORD

Schedule

Weekly, from 8/25/2014 to 6/4/2015

Evidence of Completion

All observations will be recorded in Journey using walk throughs, informal and formal observations with corrective feedback where needed .

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

The administration will use grade level planning meetings, leadership meetings, lesson plan checks and observations for the effectiveness of using differentiated groups and use of formative assessments.

Person Responsible

MERRI CRAWFORD

Schedule

Weekly, from 8/25/2014 to 6/4/2015

Evidence of Completion

Using Journey to record observations while using focused observations for implementation.

G1.B5 MTSS needs more emphasis 2

B097507

G1.B5.S1 We will enhance our use of MTSS by using our weekly grade level meetings and meetings with guidance. 4

S108872

Strategy Rationale

By having these meetings concerning MTSS and correlation to Florida Standards student achievement will increase.

Action Step 1 5

We will provide training on MTSS and implement grade level meetings with guidance to increase the use of the MTSS process.

Person Responsible

MERRI CRAWFORD

Schedule

Weekly, from 8/25/2014 to 6/4/2015

Evidence of Completion

There will be meeting notes and professional development as evidence of the implementation of this strategy.

Action Step 2 5

Periodic MTSS progress monitoring data review to determine if students are making academic/behavioral progress.

Person Responsible

CHARLES BASEL

Schedule

Every 6 Weeks, from 9/8/2014 to 6/4/2015

Evidence of Completion

Problem solving MTSS Team meeting notes located in Guidance Office.

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

The administration will attend MTSS professional development and MTSS meetings with guidance.

Person Responsible

MERRI CRAWFORD

Schedule

Monthly, from 8/25/2014 to 6/4/2015

Evidence of Completion

There will be PD sign-in sheets and MTSS meeting notes available.

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

MTSS problem solving data reviews will be reviewed as it related to academics/behavior of students

Person Responsible

CHARLES BASEL

Schedule

Every 6 Weeks, from 9/8/2014 to 6/4/2015

Evidence of Completion

The records of the MTSS reviews will be located and reviewed in the Guidance Office.

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

The administration will use walk throughs with corrective feedback and will attend MTSS meetings with guidance to insure implementation of the process and observe differentiated instruction as a result of these meetings.

Person Responsible

MERRI CRAWFORD


Schedule

Monthly, from 8/25/2014 to 6/4/2015


Evidence of Completion

Journey observations will be recorded with focused walk throughs indicating use of MTSS strategies and greater use of differentiated instruction.

G1.B6 Lack of Professional Development 2

 B097508

G1.B6.S1 We will provide weekly planned professional development on Wednesdays covering the Florida Standards. 4

 S108877

Strategy Rationale

All stakeholders will increase their effective knowledge of the Florida Standards through frequent and relevant professional development

Action Step 1 5

Philip O'Brien Elementary will provide greater support to the teachers by providing weekly PD on every Wednesday as provided by the block schedule in the way of common planning time.

Person Responsible

MERRI CRAWFORD

Schedule

Weekly, from 8/20/2014 to 6/4/2015

Evidence of Completion

Professional Development sign-in sheets with topic/agendas

Action Step 2 5

We will provide greater support concerning the Florida Standards with curriculum alignment

Person Responsible

MERRI CRAWFORD

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Curriculum alignment charts for Reading and Math will be on record for each teacher and Professional Development will be provided every Wednesday with Leadership meetings every Monday

Plan to Monitor Fidelity of Implementation of G1.B6.S1 6

The administration will be an integral part of the PD by attending all PD sessions.

Person Responsible

MERRI CRAWFORD

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

There will be PD sign-in sheets and PD will be recorded at the district level.

Plan to Monitor Effectiveness of Implementation of G1.B6.S1 7

The administration will attend all PD during the year

Person Responsible

MERRI CRAWFORD


Schedule

Weekly, from 8/20/2014 to 6/4/2015


Evidence of Completion

PD sign-in sheets along with various handouts and follow-up.

G1.B7 Additional Common Planning Time for vertical planning **2**

 B097509

G1.B7.S1 Create a comprehensive Master Schedule that includes all required components and allows for common planning time at each grade level as well as common training times during the week **4**

 S110092

Strategy Rationale

To provide common planning and common professional development time for all grade levels.

Action Step 1 **5**

Create block schedules allowing for all required district and state components

Person Responsible

CHARLES BASEL

Schedule

On 8/18/2014

Evidence of Completion

Block schedules will be produced meeting all district and state requirements allowing for common planning times for all grade levels

Action Step 2 **5**

The block schedule will be reviewed and modified as needed to provide common planning times for all grade levels

Person Responsible

CHARLES BASEL

Schedule

On 6/4/2015

Evidence of Completion

The block schedule that reflects all common planning times.

Plan to Monitor Fidelity of Implementation of G1.B7.S1 6

The administration will monitor the use of the block schedule and make changes where necessary.

Person Responsible

CHARLES BASEL

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

The administration will communicate with the leadership team, grade level teams and individual teachers where conflicts may occur to insure that all grade levels have a common planning time every day for collaborative planning, PD and grade level meetings.

Plan to Monitor Fidelity of Implementation of G1.B7.S1 6

A completed block schedule in dual formats with 120" uninterrupted for reading and 90" uninterrupted for math will be submitted to the district for review

Person Responsible

CHARLES BASEL

Schedule

On 9/1/2014

Evidence of Completion

A completed master block schedule in dual formats are available for review at any time.

Plan to Monitor Effectiveness of Implementation of G1.B7.S1 7

The administration will continually monitor that the block schedule is accomplishing what is intended.

Person Responsible

CHARLES BASEL

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Administration will monitor for success and meeting notes will be verification that the intention of the block schedules has been accomplished.

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	Weekly grade level meetings will be held with administration, Reading Coach, and Math Interventionist for collaborative planning in Reading and Math using the Florida Standards.	CRAWFORD, MERRI	8/19/2014	PD sign in sheets, meeting notes and implementation of collaborative lesson plans in the instructional process.	6/2/2015 weekly
G1.B1.S2.A1	Professional Development by grade level every Wednesday	CRAWFORD, MERRI	8/20/2014	PD sign in form, handouts, follow-up student work samples	6/4/2015 weekly
G1.B1.S3.A1	Title I Program Facilitator duties will be satisfied as well as analytical writing and reading instructional support given where needed.	CRAWFORD, MERRI	8/18/2014	Increased student achievement as measured by progress monitoring and FSA.	6/4/2015 monthly
G1.B1.S4.A1	Strengthen the academic program in the school by assisting teachers with supplemental instructional support in the area of math as it related to the Florida Standards.	CRAWFORD, MERRI	8/25/2014	Increased student achievement as measured by progress monitoring and the FSA.	6/4/2015 quarterly
G1.B1.S5.A1	Reading instructional support given where needed including after school tutoring.	CRAWFORD, MERRI	9/1/2014	Increased student achievement as measured by progress monitoring and the 2015 State Assessment.	5/27/2015 weekly
G1.B7.S1.A1	Create block schedules allowing for all required district and state components	BASEL, CHARLES	6/23/2014	Block schedules will be produced meeting all district and state requirements allowing for common planning times for all grade levels	8/18/2014 one-time
G1.B2.S1.A1	The administration will use focused walk throughs targeting engagement with cognitive complexity/rigor.	CRAWFORD, MERRI	8/25/2014	Journey walk-through engagement data	6/4/2015 weekly
G1.B3.S1.A1	The administration will target engagement with focused walk throughs.	CRAWFORD, MERRI	8/25/2014	Journey observations will target with use of focused observations, the implementation of the gradual release model for increasing student engagement.	6/4/2015 weekly
G1.B4.S1.A1	We will use the MTSS process and results from progress monitoring using but not limited to FAIR, Math Assessments, FCAT data and formative assessments to help create differentiated groups.	CRAWFORD, MERRI	8/25/2014	Progress monitoring assessments	6/4/2015 weekly
G1.B5.S1.A1	We will provide training on MTSS and implement grade level meetings with guidance to increase the use of the MTSS process.	CRAWFORD, MERRI	8/25/2014	There will be meeting notes and professional development as evidence of the implementation of this strategy.	6/4/2015 weekly
G1.B6.S1.A1	Philip O'Brien Elementary will provide greater support to the teachers by providing weekly PD on every Wednesday as provided by the block schedule in the way of common planning time.	CRAWFORD, MERRI	8/20/2014	Professional Development sign-in sheets with topic/agendas	6/4/2015 weekly
G1.B1.S1.A2	Teachers will use collaborative lesson plans with instruction directly related the Florida Standards.	CRAWFORD, MERRI	8/19/2014	Lesson plans that are created using the collaborative planning process.using Florida Standards.	6/2/2015 daily
G1.B1.S2.A2	Analytical Writing Introduced	CRAWFORD, MERRI	8/13/2014	PD sign in form, handouts, follow-up student samples with rubric	2/27/2015 every-2-months
G1.B1.S5.A2	We will use the Dana Center Classroom Walkthrough for Continuous Improvement for data collection with Journey walk throughs.	CRAWFORD, MERRI	12/1/2014	We will have combined data from three observers who will identify trends for corrective action in classrooms	5/27/2015 daily

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B2.S1.A2	The administration will provide professional development on cognitive complexity to enhance teacher understanding of the Florida Standards and rigor. Establishing rigor by understanding the cognitive complexity levels.	BASEL, CHARLES	11/19/2014	Teachers will analyze each level of cognitive complexity and compare it to the possible products and potential activities within each level of cognitive complexity. The data will be collected by each grade level and compiled overall. Implications for classroom instruction will be discussed and recommendations will be made.	11/19/2014 one-time
G1.B1.S3.A2	Title I person will be a Reading Instruction Interventionist to assist students that non-proficient in reading.	CRAWFORD, MERRI	8/18/2014	Lesson plans and journey observations will provide data and documentation	6/4/2015 daily
G1.B1.S4.A2	We will have a math interventionist who will work with targeted students that are not proficient in math	Ouhri, Carolyn	8/18/2014	Lesson plans and journey observations will be used for documentation	6/4/2015 daily
G1.B3.S1.A2	The administration will use the Dana Center Classroom Walk through for continuous improvement to ascertain levels of engagement	CRAWFORD, MERRI	12/1/2014	Classroom walk through for continuous improvement record sheets with trend data	6/4/2015 daily
G1.B4.S1.A2	Our guidance counselor will convene problem solving groups to enhance the use of the MTSS process	CRAWFORD, MERRI	8/18/2014	Our Guidance Counselor MTSS meeting notes will provide the evidence of MTSS support for children in academic/behavioral need.	6/4/2015 weekly
G1.B5.S1.A2	Periodic MTSS progress monitoring data review to determine if students are making academic/behavioral progress.	BASEL, CHARLES	9/8/2014	Problem solving MTSS Team meeting notes located in Guidance Office.	6/4/2015 every-6-weeks
G1.B6.S1.A2	We will provide greater support concerning the Florida Standards with curriculum alignment	CRAWFORD, MERRI	8/18/2014	Curriculum alignment charts for Reading and Math will be on record for each teacher and Professional Development will be provided every Wednesday with Leadership meetings every Monday	6/4/2015 weekly
G1.B7.S1.A2	The block schedule will be reviewed and modified as needed to provide common planning times for all grade levels	BASEL, CHARLES	8/18/2014	The block schedule that reflects all common planning times.	6/4/2015 one-time
G1.B2.S1.A3	The administration will use Dana Center Training on Florida Standards to enhance teacher understanding thereof. We will use the alignment tool to assist teachers in their collaborative planning sessions to target what is to be taught at that standard for their grade level.	CRAWFORD, MERRI	8/25/2014	The administration observation/ facilitation of collaborative planning sessions, examination of teacher lesson plans and using the Dana Center's classroom walk through for continuous improvement for data collection to make necessary changes based on trends that emerge from that data.	6/4/2015 weekly
G1.B1.S2.A3	ESOL Strategies for the Classroom	BASEL, CHARLES	10/8/2014	Follow up activity will be on January 1, 2014 with PD Sign In Sheets	1/14/2015 one-time
G1.MA1	Progress monitoring assessment tools: FAIR-FS, IMPROVE and District-Timed Writing	CRAWFORD, MERRI	8/25/2014	Progress monitoring will be reviewed and if increases are not evident, goals will be re-evaluated and refined.	6/4/2015 weekly
G1.MA2	Continuous monitoring of the Block schedule is in effect for the proper amount of time for reading and math and a smooth flow of the day so as to maximize instructional time in the classroom	CRAWFORD, MERRI	8/18/2014	The block schedule s will be monitored for accuracy in order to insure instructional time and collaborative planning time is effective	6/4/2015 monthly
G1.B1.S1.MA1	Targeted classroom observation and student engagement when using grade level text.	CRAWFORD, MERRI	8/25/2014	walkthrough and observation data in journey	6/4/2015 weekly
G1.B1.S1.MA1	The Principal and/or the Assistant Principal will facilitate the meetings.	CRAWFORD, MERRI	8/19/2014	PD sign in sheets and meeting notes	6/2/2015 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.MA3	The Principal, Assistant Principal, and Reading Coach will monitor with Walk-throughs, observations and collaborative planning sessions.	CRAWFORD, MERRI	8/11/2014	Lesson plans, alignment charts and Journey.	6/4/2015 daily
G1.B2.S1.MA1	We will be using focused walk throughs targeting the use of the Florida Standards and the use of cognitive complexity/rigor using Journey and Dana Center classroom walkthrough for continuous improvement.	CRAWFORD, MERRI	8/25/2014	Evidence of the effectiveness will be reflected in Journey during walk throughs, informal and formal observations including corrective feedback where needed and compiled data from Dana Center classroom walk throughs for continuous improvement .	6/4/2015 weekly
G1.B2.S1.MA1	The administration will target cognitive complexity/rigor with focused walk throughs by looking for projects and activities aligned with cognitive complexity levels.	CRAWFORD, MERRI	8/25/2014	Walk throughs, informal and informal observations will be recorded in Journey including corrective feed back along side with the Dana Center classroom walkthrough for continuous improvement record sheets.	6/4/2015 weekly
G1.B2.S1.MA3	The administration will target Florida Standards alignment with focused walk throughs by looking for focus on curriculum, learners, instruction and learning environment aligned with cognitive complexity levels.	CRAWFORD, MERRI	12/1/2014	Results of Dana Center Classroom walk through for Continuous Improvement	6/4/2015 daily
G1.B3.S1.MA1	We will monitor using Journey with corrective feedback and support through grade level and leadership team meetings.	CRAWFORD, MERRI	8/25/2014	We will use the data from our progress monitoring pieces for increases in students achievement.	6/4/2015 quarterly
G1.B3.S1.MA1	The administration monitor through observations using focused observations of the use of gradual release for student engagement.	CRAWFORD, MERRI	8/25/2014	Observations using Journey and observation using Dana Cente'sr Classroom Walkthrough for Continuous Improvement	6/4/2015 weekly
G1.B4.S1.MA1	The administration will use grade level planning meetings, leadership meetings, lesson plan checks and observations for the effectiveness of using differentiated groups and use of formative assessments.	CRAWFORD, MERRI	8/25/2014	Using Journey to record observations while using focused observations for implementation.	6/4/2015 weekly
G1.B4.S1.MA1	The administration will use walk throughs with focused observations to insure fidelity and lesson plan checks for formative assessments .	CRAWFORD, MERRI	8/25/2014	All observations will be recorded in Journey using walk throughs, informal and formal observations with corrective feedback where needed .	6/4/2015 weekly
G1.B5.S1.MA1	The administration will use walk throughs with corrective feedback and will attend MTSS meetings with guidance to insure implementation of the process and observe differentiated instruction as a result of these meetings.	CRAWFORD, MERRI	8/25/2014	Journey observations will be recorded with focused walk throughs indicating use of MTSS strategies and greater use of differentiated instruction.	6/4/2015 monthly
G1.B5.S1.MA1	The administration will attend MTSS professional development and MTSS meetings with guidance.	CRAWFORD, MERRI	8/25/2014	There will be PD sign-in sheets and MTSS meeting notes available.	6/4/2015 monthly
G1.B5.S1.MA3	MTSS problem solving data reviews will be reviewed as it related to academics/behavior of students	BASEL, CHARLES	9/8/2014	The records of the MTSS reviews will be located and reviewed in the Guidance Office.	6/4/2015 every-6-weeks
G1.B6.S1.MA1	The administration will attend all PD during the year	CRAWFORD, MERRI	8/20/2014	PD sign-in sheets along with various handouts and follow-up.	6/4/2015 weekly
G1.B6.S1.MA1	The administration will be an integral part of the PD by attending all PD sessions.	CRAWFORD, MERRI	8/18/2014	There will be PD sign-in sheets and PD will be recorded at the district level.	6/4/2015 weekly
G1.B7.S1.MA1	The administration will continually monitor that the block schedule is accomplishing what is intended.	BASEL, CHARLES	8/18/2014	Administration will monitor for success and meeting notes will be verification	6/4/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				that the intention of the block schedules has been accomplished.	
G1.B7.S1.MA1	The administration will monitor the use of the block schedule and make changes where necessary.	BASEL, CHARLES	8/18/2014	The administration will communicate with the leadership team, grade level teams and individual teachers where conflicts may occur to insure that all grade levels have a common planning time every day for collaborative planning, PD and grade level meetings.	6/4/2015 weekly
G1.B7.S1.MA3	A completed block schedule in dual formats with 120" uninterrupted for reading and 90" uninterrupted for math will be submitted to the district for review	BASEL, CHARLES	8/25/2014	A completed master block schedule in dual formats are available for review at any time.	9/1/2014 one-time
G1.B1.S2.MA1	Student Engagement while using grade level text	CRAWFORD, MERRI	8/25/2014	Targeted classroom observations, walkthroughs, using Journey	6/4/2015 weekly
G1.B1.S2.MA1	Professional Development sign in forms as records of participation in each PD opportunity.	BASEL, CHARLES	8/20/2014	The administration will provide professional development with PD sign in forms and necessary PD district reporting.	6/3/2015 weekly
G1.B1.S3.MA1	Student engagement during small group writing and reading instruction	CRAWFORD, MERRI	8/25/2014	Targeted observations of small group writing and reading instruction using Journey.	6/4/2015 weekly
G1.B1.S3.MA1	Lesson Plans	BASEL, CHARLES	8/18/2014	Lesson Plan Check	6/1/2015 weekly
G1.B1.S4.MA1	Student engagement during small group math instruction.	CRAWFORD, MERRI	8/18/2014	Targeted observations of small group math instruction	6/4/2015 weekly
G1.B1.S4.MA1	Lesson Plans	BASEL, CHARLES	8/18/2014	Lesson Plan Check during walk-throughs	6/4/2015 monthly
G1.B1.S5.MA1	Student engagement during small group reading instruction	CRAWFORD, MERRI	8/19/2014	Targeted observations of small group reading instruction	6/4/2015 daily
G1.B1.S5.MA1	Journey Observations	CRAWFORD, MERRI	8/25/2014	Lesson Plan Checks and record of feedback sessions	6/4/2015 daily

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. All teachers will improve core instruction by engaging students in rigorous tasks aligned with the full intent of the Florida Standards in all content areas.

G1.B1 Teachers are not familiar with the new Florida Standards.

G1.B1.S1 Weekly grade level collaborative planning meetings

PD Opportunity 1

Weekly grade level meetings will be held with administration, Reading Coach, and Math Interventionist for collaborative planning in Reading and Math using the Florida Standards.

Facilitator

Merri Crawford and Chuck Basel

Participants

all teachers

Schedule

Weekly, from 8/19/2014 to 6/2/2015

PD Opportunity 2

Teachers will use collaborative lesson plans with instruction directly related the Florida Standards.

Facilitator

Merri Crawford

Participants

all teachers

Schedule

Daily, from 8/19/2014 to 6/2/2015

G1.B1.S2 Weekly (Wednesdays) Professional Development will be provided

PD Opportunity 1

Professional Development by grade level every Wednesday

Facilitator

Kerri Foster

Participants

All instructional staff

Schedule

Weekly, from 8/20/2014 to 6/4/2015

PD Opportunity 2

Analytical Writing Introduced

Facilitator

Beth Dawson/District Reading Coach

Participants

All instructional staff

Schedule

Every 2 Months, from 8/13/2014 to 2/27/2015

PD Opportunity 3

ESOL Strategies for the Classroom

Facilitator

Alfredo Gonzalez, District ESOL Contact

Participants

All teachers

Schedule

On 1/14/2015

G1.B1.S3 Ensure compliance with Title I Guidelines and maintain TASK files. Strengthen the academic program in the school by assisting teachers with supplemental instructional support in the area of writing and reading.

PD Opportunity 1

Title I Program Facilitator duties will be satisfied as well as analytical writing and reading instructional support given where needed.

Facilitator

Beth Dawson

Participants

all teachers

Schedule

Monthly, from 8/18/2014 to 6/4/2015

G1.B2 Lack of rigor

G1.B2.S1 We will be using walk throughs to insure that rigor is increased and is based on the Florida Standards

PD Opportunity 1

The administration will provide professional development on cognitive complexity to enhance teacher understanding of the Florida Standards and rigor. Establishing rigor by understanding the cognitive complexity levels.

Facilitator

Charles Basel, Assistant Principal

Participants

All faculty members

Schedule

On 11/19/2014

PD Opportunity 2

The administration will use Dana Center Training on Florida Standards to enhance teacher understanding thereof. We will use the alignment tool to assist teachers in their collaborative planning sessions to target what is to be taught at that standard for their grade level.

Facilitator

Merry Crawford and Charles Basel/Dana Center Training

Participants

All teachers and Leadership team

Schedule

Weekly, from 8/25/2014 to 6/4/2015

G1.B5 MTSS needs more emphasis

G1.B5.S1 We will enhance our use of MTSS by using our weekly grade level meetings and meetings with guidance.

PD Opportunity 1

We will provide training on MTSS and implement grade level meetings with guidance to increase the use of the MTSS process.

Facilitator

Lori Garner, School Psychologist

Participants

All staff

Schedule

Weekly, from 8/25/2014 to 6/4/2015

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Grand Total	0