

Winston Academy Of Engineering



2014-15 School Improvement Plan

Winston Academy Of Engineering

3415 SWINDELL RD, Lakeland, FL 33810

<http://schools.polk-fl.net/winston>

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
77%

Alternative/ESE Center
No

Charter School
No

Minority
72%

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 collaborate and use creative thinking to solve real-world problems, build and achieve dreams, embrace diverse cultures, and cultivate competitive engineers by preparing them for a diverse global society.

Provide the school's vision statement

Winston Academy of Engineering will ensure the highest standards of intellectual development through a stimulating and comprehensive STEM program with an emphasis on Engineering. The learning community is actively involved to instill within students the courage to take appropriate risks, and have the confidence to accept challenges. Together we will give rise to students who are resilient and adaptable, equipped with knowledge and a 21st century skill set to achieve their greatest potential in an ever changing, diverse society.

School Environment

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

At the beginning of the year, teachers provide a parent information night and Open House in order to meet families and discuss academic and behavioral expectations and procedures. Parents are also required to attend three student-led portfolio conferences and two face-to-face parent teacher conference to keep lines of communication open and on-going throughout the year. Student success workshops are held twice a year to provide additional support strategies for the home.

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

The school implements the Positive Behavior Support Program in order to encourage respectfulness of self and others. All teachers are expected to mentor one Winston Academy student from a different grade level in order to promote a positive learning culture.

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

Whole brain instructional strategies centered on various learning modalities are incorporated throughout the instructional day in order to maintain student focus and engagement. The Positive Behavior Support System is also used to reward and encourage appropriate behavior choices that are centered on the school-wide expectations of Respect, Responsibility, Cleanliness, and Cooperation.

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

Skill streaming the elementary child provided by the school counselor in collaboration with the school psychologist is provided to students who are struggling to meet the school-wide expectations. In addition, other staff members, teachers, and community stake-holders provide one-on-one and group mentoring to enhance a positive learning culture.

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

Early Warning Indicators for Winston Academy are:

Attendance below 90 percent

One or more suspensions

Overage by two or more years

A Level 1 score on statewide, standardized assessments in English Language Arts or Mathematics

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	1	2	2	2	1	0	8
One or more suspensions	0	0	1	1	3	0	5
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	6	21	24	51
Overage by two or more years	0	0	0	0	1	1	2

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

Indicator	Grade Level			Total
	3	4	5	
Students exhibiting two or more indicators	2	4	1	7

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

Instructional Interventionists meet four times a week with students who are identified by the early warning system. All students who are identified by the Early Warning System will be invited to participate in the Extended Learning Program.

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/223334>.

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
Brown, Ava	Principal
McKenna, Timothy	Assistant Principal
Wiggins, Rebecca	Teacher, K-12
Pion, Debra	Teacher, K-12
Cox, Elizabeth	Teacher, K-12
Murray, Rhonda	Guidance Counselor
Jones, Alvin	Psychologist
Stedem-Wyma, Stacy	Teacher, K-12

Duties

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

Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing MTSS, conducts assessment of MTSS skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school-based MTSS plans and activities.

Assistant Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing MTSS, conducts assessment of MTSS skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school-based MTSS plans and activities.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Guidance Counselor: Provides quality services and expertise on issues ranging from program design assessment and intervention with individual students. In addition to providing interventions, school

social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

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 Leadership Team meets bi-monthly to discuss student progress and next steps. In addition, teachers meet monthly with the MTSS Leadership Team to discuss student progress. Teachers also schedule individual meetings, as needed, to set up and monitor intervention plans. Title I, Part A funds school-wide services to Winston Elementary. The Title I funds provide supplemental instructional resources and interventions for students with academic achievement needs. This program provides after-school instructional programs, supplemental instructional materials, resource teachers, technology for students, professional development for the staff, and resources for the parents. The district coordinates with Title II and Title III to ensure that staff development needs are addressed accordingly.

Title I, Part C - Migrant: Migrant students enrolled at Winston Elementary 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.

Title 1, Part D: N/A

Title II: Professional development resources are available to Winston through Title II funds. In addition, School Technology Services provides technical support, technology training, and licenses for software programs and web-based access via Title II-D funds as made available.

Title III: Provides supplemental resources for English Language Learners (ELL) and their teachers in Title 1 schools, as well as professional learning opportunities for school staff.

Title X - Homeless: The Hearth Program, funded through Title X, provides support for identified homeless students. Title 1 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 1, Part C.

Supplemental Academic Instruction (SAI): SAI funds will be used to provide

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, etc.

Nutrition Programs: N/A

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

Head Start: A Head Start Program is housed 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: N/A

Career and Technical Education: N/A

Job Training: N/A

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Ava Brown	Principal
Rebecca Wiggins	Teacher
Clarence Hammonds	Parent
Bridgett Cruz	Business/Community
Monica Acuna	Teacher
Maria Negrón	Education Support Employee
Kimberly Speed	Parent
Sateesh Ande	Parent
Timothy McKenna	Education Support Employee

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 School Advisory Council discusses the previous years school improvement plan during the first meeting of the year.

Development of this school improvement plan

The School Advisory Council will work collaboratively with the Principal to develop this School Improvement Plan.

Preparation of the school's annual budget and plan

The School Advisory Council discusses the school budget at the first meeting of the year. Throughout the year, the Council discusses and votes on school spending.

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

School Improvement Funds are handled by the Polk County School District Office.

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
Pion, Debra	Teacher, K-12
Cox, Elizabeth	Teacher, K-12
Stedem-Wyma, Stacy	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

A guided reading room has been created to contain leveled readers and other resources to promote reading independently at the students identified level. In addition to our literature rich facility, we are developing a "Grandparents Rock" reading club. Finally, the LLT works with teachers to collaboratively design STEM units which are integrated with Literacy instruction.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Teachers are required to collaboratively plan instruction in all subject areas as facilitated by the STEM Lead Teacher and the Teacher Resource Specialist Trainers (TRST). Planning sessions are held on Monday's to plan Reading, Tuesday's to plan Mathematics, and Wednesday's to plan STEM instruction during the common planning time. In addition, PLC's are held on a weekly basis to review data and develop instructional strategies.

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

1. Professional Learning Communities with the Leadership Team
2. Common planning time for grade levels at least one day a week (Leadership Team)

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

New teachers and teachers who are new to grade levels will receive extra support from a member of the Leadership Team. The mentoring activities will include curriculum development, classroom management, Parent/Teacher conferences, and data analysis.

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

District curriculum map skills and strategies are incorporated into core instruction. Lesson plans are reviewed by the Administration on a weekly basis to ensure teachers are implementing standards based instruction and assessment.

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

On-going assessments are administered three times a year in order to determine students mastery of standards. In addition, as standards are taught, teachers conduct formative assessments and analyze the resulting data in order to differentiate instruction across all student levels. Small group and whole group explicit instruction are designed based upon this data.

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: 2,520

Target students will attend two one hour sessions each week during the months of November and December to receive additional help in Reading in Math. During the months of January, February, and March sessions will be extended to one and a half hours.

Strategy Rationale

Students will receive additional small group remediation in Reading and Math. Remediation will focus on foundation skills that will help students achieve greater success on the state assessment.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Brown, Ava, ava.brown@polk-fl.net

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

Students will take a pre and post test that will be used to determine the effectiveness of the strategy.

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

At Winston Academy, in order to provide a seamless transition from preschool to the kindergarten setting, we provide several opportunities for both our students and parents. In order to determine the readiness rates of transitioning students to kindergarten, Winston uses a variety of tools within the first 30 days of school: FLKRS (Florida Kindergarten Readiness Skills); FAIR (Florida Assessments for Instruction in Reading) testing, and Reading Wonders reading inventories. As a result of these screenings, the kindergarten teachers and administration are able to target specific needs for intervention and align curriculum appropriately.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

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

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Teachers will engage students in rigorous tasks across all content areas aligned with the standards to improve core instruction.

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. Teachers will engage students in rigorous tasks across all content areas aligned with the standards to improve core instruction. 1a

G039405

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	61.0
AMO Reading - All Students	61.0
FCAT 2.0 Science Proficiency	44.0

Resources Available to Support the Goal 2

- Two Reading Interventionists on staff
- Opportunities for Professional Development
- Model classroom observations
- Technology Resources
- Cooperative Learning Structures/Professional Development
- Regional and School Coaching
- Grade Level Professional Learning Communities (PLCs)
- Rigorous STEM Curriculum Development

Targeted Barriers to Achieving the Goal 3

- Inadequate lesson planning

Plan to Monitor Progress Toward G1. 8

FAIR results, Go Math Progress Monitoring Assessments, Writing Progress Monitoring Assessments, Classroom Data, Running Records

Person Responsible

Ava Brown

Schedule

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

Evidence of Completion

Results will be analyzed to determine what,if any, instructional changes need to be made

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. Teachers will engage students in rigorous tasks across all content areas aligned with the standards to improve core instruction. **1**

 G039405

G1.B6 Inadequate lesson planning **2**

 B094953

G1.B6.S1 Mandatory daily collaborative grade level planning **4**

 S106097

Strategy Rationale

To enable thorough unpacking of standards to increase student achievement

Action Step 1 **5**

Facilitated collaborative planning sessions with STEM Lead Teacher, TRST, District STEM Coordinator, and School Based Coaches.

Person Responsible

Ava Brown

Schedule

Weekly, from 8/25/2014 to 5/26/2015

Evidence of Completion

Sign in sheet and lesson plans

Action Step 2 5

Implement instructional techniques as presented in Teach Like a Champion

Person Responsible

Ava Brown

Schedule

Monthly, from 9/25/2014 to 6/4/2015

Evidence of Completion

Individual teacher implementation log, classroom walk-through observations based on Leadership BLAST look for's

Action Step 3 5

Review of Data to make instructional decisions

Person Responsible

Ava Brown

Schedule

Monthly, from 9/30/2014 to 6/4/2015

Evidence of Completion

FAIR results are used to determine student grouping. Teachers are required to review the data from weekly Language Arts Assessments in order to determine if the majority of students have mastered the concepts that were taught. If not, a plan for reteaching the whole group is developed during collaborative planning sessions with STEM Lead Teacher and School Based Reading Coach. If only a small percentage of the students did not master the previously taught content, the teachers reteach those students during a teacher-led small group. All grade levels incorporate CPalms and FCRR centers in weekly Reading centers. Formative Assessment results in Math are used in the same manner as the weekly assessment results in Language Arts. Students who need remediation in Math receive small group instruction daily during the last portion of the Math block and/or tutoring time which takes place during the first portion of the PE block..

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

STEM Lead Teacher Coaching Log, Collaborative Planning Sign-in sheets and agendas

Person Responsible

Ava Brown

Schedule

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

Evidence of Completion

Log, sign-in sheets, and agendas will show attendance at weekly collaborative planning sessions as well as topics discussed.

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

Lesson plans revised and edited based upon administrative feedback.

Person Responsible

Ava Brown

Schedule

Weekly, from 8/28/2014 to 5/28/2015

Evidence of Completion

Revised plans posted by Friday at 3:15 on the week prior to implementation.

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

Targeted walk-through observations

Person Responsible

Ava Brown

Schedule

Weekly, from 9/2/2014 to 6/4/2015

Evidence of Completion

Evidence of effective instructional strategies and rigorous curriculum implementation.

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

Administrative review of lesson plans

Person Responsible

Timothy McKenna

Schedule

Weekly, from 8/28/2014 to 6/1/2015

Evidence of Completion

Lesson plans reviewed weekly for the upcoming week and feedback provided within a timely manner.

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

Classroom walk-through observations, informal, and formal evaluations

Person Responsible

Ava Brown

Schedule

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

Evidence of Completion

Journey data

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

Documentation of collaborative planning sessions

Person Responsible

Ava Brown

Schedule

Weekly, from 8/25/2014 to 5/26/2015

Evidence of Completion

Agenda, sign in sheet, and lesson plans

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

Classroom walk-through observations

Person Responsible

Ava Brown

Schedule

Weekly, from 9/2/2014 to 6/4/2015

Evidence of Completion

Journey reports, teacher evaluation, and feedback forms

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.B6.S1.A1	Facilitated collaborative planning sessions with STEM Lead Teacher, TRST, District STEM Coordinator, and School Based Coaches.	Brown, Ava	8/25/2014	Sign in sheet and lesson plans	5/26/2015 weekly
G1.B6.S1.A2	Implement instructional techniques as presented in Teach Like a Champion	Brown, Ava	9/25/2014	Individual teacher implementation log, classroom walk-through observations based on Leadership BLAST look for's	6/4/2015 monthly
G1.B6.S1.A3	Review of Data to make instructional decisions	Brown, Ava	9/30/2014	FAIR results are used to determine student grouping. Teachers are required to review the data from weekly Language Arts Assessments in order to determine if the majority of students have mastered the concepts that were taught. If not, a plan for reteaching the whole group is developed during collaborative planning sessions with STEM Lead Teacher and School Based Reading Coach. If only a small percentage of the students did not master the previously taught content, the teachers reteach those students during a teacher-led small group. All grade levels incorporate CPalms and FCRR centers in weekly Reading centers. Formative Assessment results in Math are used in the same manner as the weekly assessment results in Language Arts. Students who need remediation in Math receive small group instruction daily during the last portion of the Math block and/or tutoring time which takes place during the first portion of the PE block..	6/4/2015 monthly
G1.MA1	FAIR results, Go Math Progress Monitoring Assessments, Writing Progress Monitoring Assessments, Classroom Data, Running Records	Brown, Ava	8/25/2014	Results will be analyzed to determine what,if any, instructional changes need to be made	6/4/2015 monthly
G1.B6.S1.MA1	Documentation of collaborative planning sessions	Brown, Ava	8/25/2014	Agenda, sign in sheet, and lesson plans	5/26/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B6.S1.MA5	Classroom walk-through observations	Brown, Ava	9/2/2014	Journey reports, teacher evaluation, and feedback forms	6/4/2015 weekly
G1.B6.S1.MA1	STEM Lead Teacher Coaching Log, Collaborative Planning Sign-in sheets and agendas	Brown, Ava	8/18/2014	Log, sign-in sheets, and agendas will show attendance at weekly collaborative planning sessions as well as topics discussed.	6/4/2015 daily
G1.B6.S1.MA2	Lesson plans revised and edited based upon administrative feedback.	Brown, Ava	8/28/2014	Revised plans posted by Friday at 3:15 on the week prior to implementation.	5/28/2015 weekly
G1.B6.S1.MA3	Targeted walk-through observations	Brown, Ava	9/2/2014	Evidence of effective instructional strategies and rigorous curriculum implementation.	6/4/2015 weekly
G1.B6.S1.MA6	Administrative review of lesson plans	McKenna, Timothy	8/28/2014	Lesson plans reviewed weekly for the upcoming week and feedback provided within a timely manner.	6/1/2015 weekly
G1.B6.S1.MA7	Classroom walk-through observations, informal, and formal evaluations	Brown, Ava	8/25/2014	Journey data	6/4/2015 weekly

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. Teachers will engage students in rigorous tasks across all content areas aligned with the standards to improve core instruction.

G1.B6 Inadequate lesson planning

G1.B6.S1 Mandatory daily collaborative grade level planning

PD Opportunity 1

Facilitated collaborative planning sessions with STEM Lead Teacher, TRST, District STEM Coordinator, and School Based Coaches.

Facilitator

Debra Pion, Rebecca Wiggins, and Mijana Lockard

Participants

All grade level teachers

Schedule

Weekly, from 8/25/2014 to 5/26/2015

PD Opportunity 2

Implement instructional techniques as presented in Teach Like a Champion

Facilitator

Leadership Team

Participants

All Teachers

Schedule

Monthly, from 9/25/2014 to 6/4/2015