

# Lincoln Park Academy



2014-15 School Improvement Plan

## Lincoln Park Academy

1806 AVENUE I, Fort Pierce, FL 34950

<http://www.stlucie.k12.fl.us/lpa/>

### School Demographics

**School Type**

High

**Title I**

No

**Free/Reduced Price Lunch**

46%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

50%

### School Grades History

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

### School Board Approval

This plan is pending approval by the St. Lucie 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
Not In DA	3	<a href="#">Ella Thompson</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

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

The mission of Lincoln Park Academy is to ensure that all students graduate from our safe and caring school, and are equipped with knowledge, academic skills and the desire to succeed as life long learners and positive contributors to our diverse society.

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

Lincoln Park Academy will be a premier college preparatory secondary school that prepares all students for post-secondary placement through challenging, engaging, and satisfying work that enables every student to continuously improve in all academic areas. Teachers will work together collaboratively as part of a dynamic community engaged in learning and designing quality work for students. The curriculum will require annual mastery of the core academics and will provide elective subjects to enhance student development. A partnership will exist with parents and the community, that fosters citizenship, self-reliance, and character development.

#### School Environment

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

Building relationships between teachers and students begins at the classroom level with the teachers showing a commitment to student learning and by setting an environment which is comfortable for all cultural backgrounds. Students are given opportunities to share their cultures through many of the courses that are offered at the school. The International Baccalaureate program develops intercultural understanding and respect through its participation in various initiatives which aim at promoting international mindedness.

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

The school creates a safe environment for students through an equitable implementation of school-wide policies and procedures. Assigned qualified personnel monitor student behavior in classes and general areas before, during, and after school to ensure a safe and positive atmosphere throughout the school day. Students are encouraged to seek out assistance from any member of the staff, if they feel unsafe. The school staff are trained on how to recognize students in trouble and on how to respond appropriately to the situation.

##### **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-wide behavioral system is rooted in positive behavior support for students and staff which enhances an organized, responsible, respectful and safe learning environment through emphasis on the principles of prompt, prepared, productive, and polite. First year teachers are trained in CHAMPS, a classroom management protocol that sets the expectation for students within the classroom. A school-wide Discipline Flow Chart is included in the Response to Intervention:Behavior plan and was

provided to teachers during pre-planning professional development. On-going professional development surrounding behavior and classroom management will be provided as needed.

**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**

Guidance is offered in all grades through the guidance and dean's departments. Students are identified who need additional interventions and are given opportunities to receive additional counseling and mentoring. Students are encouraged to seek out assistance if needed and the guidance and deans respond quickly and effectively to any needs brought to their attention.

**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**

Currently the school uses Skyward Student Management System 'Watch List' which allows school based administrators to review the following pieces of data, in order to provide necessary interventions:

Attendance below 90%

One or more suspensions

Course failure in English Language Arts or mathematics

A Level 1 score on the 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
	6	7	8	9	10	11	12	
Attendance below 90 percent	25	27	18	21	28	22	22	163
One or more suspensions	7	18	17	15	15	7	8	87
Course failure in ELA or Math	2	16	27	9	10	10	7	81
Level 1 on statewide assessment	56	45	48	35	20	21	3	228

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

Indicator	Grade Level							Total
	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	22	29	43	28	33	37	20	212

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

The school has a Multi-Tiered System of Supports in place which includes universal screening two times a year. This data identifies the students who are proficient in a target skill, which students are still developing the skill, and which students are considered deficient in the skill. Based on this data, teachers are responsible for progress monitoring the students who are in need of Tier 2 interventions. Additionally, the school will utilize the Skyward Student Management system 'Watch List' for students

meeting identified risk indicators to determine necessary early intervention. This system also allows for the tracking and monitoring of interventions. Once students are identified the school will use the 4 step problem solving process to determine root cause and response to intervention.

## Family and Community Involvement

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

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

### Will the school use its PIP to satisfy this question?

No

#### **PIP Link**

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

#### **Description**

The school works at building positive relationships with families through the many opportunities for parental involvement, including academic, athletic, social, and performances. Parents are contacted regarding specific student conduct, student achievements, as well as ongoing communication about student progress. Parents are also encouraged to participate in parent groups which are actively involved in the school.

**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 school uses various forms of communication to inform the community and families including the use of the school marquee, newsletters, website and SAC. The school also maintains a reciprocal relationship with the surrounding community as a location for various community events. Parents are encouraged to use the resources available and to ask for assistance if additional support is needed from the school.

## 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
Sanabria, Henry	Principal
Stone, Candace	Assistant Principal
Veldhuis, Jaclyn	Assistant Principal
Lehman, Bradley	Assistant Principal

#### **Duties**

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

As an administrative team, the role of instructional leaders is at the forefront of every decision, thereby serving to positively affect student achievement. The leaders can be observed in classrooms, identifying the instructional practices of the teachers, as well as providing feedback to them for the purpose of increasing student achievement. The school leaders together practice shared decision making, as well as receiving feedback from staff on the needs of the school.

**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 school leadership team reviews the data from the state standardized testing to determine the needs of the students. This includes the need for intervention classes, as well as the need for additional personnel. If curricular needs are identified, the school proceeds through the district's Curriculum Review Board, which ensures that the identified curriculum is supportive of the needs of the school and students.

### School Advisory Council (SAC)

#### Membership

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

Name	Stakeholder Group
Kristen Chism	Parent
Joy Wright	Parent
Christine White	Parent
Audrey Beany	Parent
Christine Cardinali	Education Support Employee
Shelly Colley	Parent
Rolande Darville	Parent
Jane Gerlica	Parent
Georgia Martinez	Parent
Nosley Plasencia	Teacher
Frankie Sayles	Business/Community
Kim Shaler	Parent
Sally VanDereedt	Teacher

#### 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 is involved in the evaluation of the SIP throughout the school year. SAC members are given the opportunity to review school-wide data and to ask questions with regard to the goals, barriers, and strategies which the school has prioritized.

*Development of this school improvement plan*

SAC members review the school-wide data and review the strategic goals which are identified based on the needs of the school. SAC members are encouraged to ask questions and provide input based on their awareness of the school. SAC members will continuously evaluate student achievement data and the identified strategies throughout the year.

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

The SAC is informed and updated on any large budgeted items, including large budgeted items which will have a direct result on school improvement or professional development.

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

No funds were allocated.

***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
Sanabria, Henry	Principal
Stone, Candace	Assistant Principal
Veldhuis, Jaclyn	Assistant Principal
Lehman, Bradley	Assistant Principal

**Duties**

***Describe how the LLT promotes literacy within the school***

The LLT clearly communicates the school-wide data with all stakeholders and continues to support teachers on instructional best practices with support literacy. Teachers are made aware of research-based strategies and are monitored on their practices. Additionally, teachers are involved in the process of collaborative planning and the creation of common assessments which are used for the purpose of identification of the literacy needs of students.

**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 given a weekly time to collaborate on lesson planning and on the development of common assessments. During their weekly Learning Community teachers are observed in providing feedback student achievement and planning together for targeting the needs of their students.

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

The school leaders are committed to retaining highly qualified, certified-in-field teachers. This is evident in the supportive environment of providing feedback to teachers. Teachers are given opportunities for feedback based on observed instructional practices and are provided professional development based on the needs of the teachers, as well as on the developed strategic goals of the school.

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

The school will provide site-based mentoring and professional development for new teachers through the use of the New Educator Support Team (NEST) program. In addition, new teachers will be afforded continued support and professional development at the district-level through the Supportive High-Quality Induction for New Educators (SHINE) program on a quarterly basis. The planned activities for the participants in these programs are rooted in quality teaching and learning and best practice. Each new teacher and second-year teacher has been paired with a veteran teacher in similar content-areas and like grade-levels. The mentors and mentees in this program are expected to complete several activities throughout the course of the school year, including but not limited to reciprocal observations with feedback, review of technology and resources, review of pupil progression plans, and testing procedures.

## **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***

The school follows scope and sequences prepared by St. Lucie County Schools. The scope and sequences are aligned to the Florida Standards. Additionally the school follows the instructional programs and materials outlined in the reading and math decision trees, as well as the adopted curriculum. Finally, the school must submit a request for any changes in instructional programs/materials and go through the district's Curriculum Review Board.

#### **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***

The school uses state, district, and classroom assessments to identify the needs of students. Based on this data, teachers and school leaders collaboratively plan with the intention of differentiating instruction to meet the needs for all students. Specifically, teachers are asked to plan for those students who need additional interventions based on standardized tests.

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

**Strategy:** Extended School Day

**Minutes added to school year:** 0

N/A

**Strategy Rationale**

N/A

**Strategy Purpose(s)**

""

**Person(s) responsible for monitoring implementation of the strategy**

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

N/A

**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**

Students entering the 6th and 9th grade are oriented with the expectations of our MYP (Middle Years Programme) and DP (Diploma Programme), as well as with the academic and behavioral expectations of the school. Students are oriented at the beginning of school and are monitored through the Skyward Management System with any academic or behavioral concerns. Students needing interventions are monitored throughout. Graduating students are supported by the Guidance Counselors in preparing for future endeavors, including making sure that their necessary requirements for graduation are completed.

**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**

Students participate in career choices and career paths when colleges visit our school; we encourage students to attend our district career fairs and colleges career fairs; career interest inventories are given to students to explore the careers they are best suited; students are also given the opportunity to intern at local businesses and institutions to explore careers.

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

The career and technical education programs available include Digital Media/Multimedia, which include the certifications of Adobe Photoshop, Adobe In Design, Adobe Dreamweaver, Adobe Premier Pro, Adobe Flash, Adobe After Effects, and Adobe Illustrator. The Engineering Pathways program includes an Engineering Core Certification. Finally, the Drafting and Illustrative Design program includes the Inventor Certified User.

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

The career and technical education courses support the core academics while maintaining a focus of specific standards of the career and technical education programs. Students are given the opportunity to work toward certification for which they show interest and which will allow them to achieve beyond high school.

***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***

The strategies evident in classrooms require students to comprehend and evaluate complex and different styles of text across all content areas. Additionally, technology is integrated in lesson planning, so as to prepare students with various technological tools and mediums for their future endeavors.

## 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.** The school will implement a seamless multi-tiered system of supports (MTSS) focused on an integration of social/emotional and academic supports to fluidly meet the needs of all students.
  
- G2.** Teachers will engage in multiple professional development opportunities in the form of learning communities (collaborative planning), coaching, modeling, and observation, with a focus on differentiated 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.** The school will implement a seamless multi-tiered system of supports (MTSS) focused on an integration of social/emotional and academic supports to fluidly meet the needs of all students. **1a**

G042779

**Targets Supported** **1b**

Indicator	Annual Target
AMO Reading - All Students	85.0
AMO Math - All Students	75.0
FCAT 2.0 Science Proficiency	82.0
ELA/Reading Gains	76.0
AMO Reading - African American	75.0
AMO Reading - White	87.0
AMO Reading - SWD	69.0
AMO Reading - ED	79.0
AMO Math - African American	63.0
AMO Math - White	81.0
AMO Math - SWD	59.0
AMO Math - ED	69.0

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

- District Office staff trained in MTSS process
- Performance Matters available for individual student data
- Core PST for review of school-wide data
- Skyward tracking of "at-risk students" and interventions

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

- Time outside of the school day for Group PST and Individual PST meetings for identifying groups/individuals in need of intervention and using data to determine individual action plans.
- Unclear communication of Tier 2 and Tier 3 interventions
- Lack of faculty awareness of PBIS actions and expectations.

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

Progress monitoring data will be collected for the students identified on the "watchlist."

**Person Responsible**

Bradley Lehman

**Schedule**

Monthly, from 11/3/2014 to 6/1/2015

**Evidence of Completion**

The meeting notes for the individual and group PST meetings will be collected, as well as the tracking of the targets.

**G2.** Teachers will engage in multiple professional development opportunities in the form of learning communities (collaborative planning), coaching, modeling, and observation, with a focus on differentiated instruction. 1a

G039640

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	85.0
AMO Math - All Students	75.0
FCAT 2.0 Science Proficiency	82.0
ELA/Reading Gains	76.0
AMO Reading - African American	75.0
AMO Reading - White	87.0
AMO Reading - SWD	69.0
AMO Reading - ED	79.0
AMO Math - African American	63.0
AMO Math - White	81.0
AMO Math - SWD	59.0
AMO Math - ED	69.0

**Resources Available to Support the Goal** 2

- Weekly Learning Community built into schedule
- Collaborative Planning Trained Facilitators by department
- Awareness of differentiated instruction

**Targeted Barriers to Achieving the Goal** 3

- Time available for peer observations
- Different interpretations of expectations for differentiated instruction

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

Data from teacher observations, as well as from lesson planning will be monitored.

**Person Responsible**

Candace Stone

**Schedule**

Monthly, from 11/3/2014 to 6/1/2015

**Evidence of Completion**

Data from teacher observations, as well as from lesson planning.

## 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.** The school will implement a seamless multi-tiered system of supports (MTSS) focused on an integration of social/emotional and academic supports to fluidly meet the needs of all students. **1**

 G042779

**G1.B1** Time outside of the school day for Group PST and Individual PST meetings for identifying groups/ individuals in need of intervention and using data to determine individual action plans. **2**

 B120864

**G1.B1.S1** A schedule will be developed for group and individual PST meetings during the school day.

**4**

 S132776

### Strategy Rationale

The schedule will allow for time to review data on a deeper level thereby identifying groups in need of intervention and creation of intervention action plans.

### Action Step 1 **5**

A Group/Individual PST schedule will be developed.

#### Person Responsible

Bradley Lehman

#### Schedule

Monthly, from 9/29/2014 to 6/1/2015

#### Evidence of Completion

Schedule will be communicated to all faculty and staff.

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

Schedule of Group/Individual PSTs implemented

**Person Responsible**

Bradley Lehman

**Schedule**

Monthly, from 10/6/2014 to 6/1/2015

***Evidence of Completion***

Schedule is clearly communicated with Group/Individual PST meetings.

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

The schedule of group and individual PST meetings during the school day will allow for these meetings to occur.

**Person Responsible**

Henry Sanabria

**Schedule**

Monthly, from 10/27/2014 to 6/1/2015

***Evidence of Completion***

The schedule of the group and individual meetings will serve as evidence, as well as meeting notes and decisions.

**G1.B2 Unclear communication of Tier 2 and Tier 3 interventions** 2

B120865

**G1.B2.S1 Faculty and Staff training of Tier 2 and Tier 3 interventions** 4

S132780

**Strategy Rationale**

Faculty and staff should be aware of what is identified as the interventions.

**Action Step 1** 5

Training will be given to all faculty and staff on specific Tier 2 and Tier 3 interventions.

**Person Responsible**

Bradley Lehman

**Schedule**

On 11/10/2014

**Evidence of Completion**

Professional Development Day will include training on specific Tier 2 and Tier 3 interventions.

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

The communication of expectations and actions of PBIS will be monitored.

**Person Responsible**

Candace Stone

**Schedule**

Monthly, from 10/6/2014 to 6/1/2015

**Evidence of Completion**

Feedback from the teachers will be used to determine if clear communication was given.

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

The Positive Behavior System in place will be monitored.

**Person Responsible**

Henry Sanabria

**Schedule**

Monthly, from 10/6/2014 to 6/1/2015

**Evidence of Completion**

The behavior data collected from the Core PST will determine if PBIS is effective.

**G1.B3 Lack of faculty awareness of PBIS actions and expectations. 2**

 B120866

**G1.B3.S1 Communicate clear expectations of PBIS 4**

 S132784

**Strategy Rationale**

Faculty and staff should be aware of expectations so that it can be fully implemented in the school.

**Action Step 1 5**

Set clear expectations and actions of PBIS

**Person Responsible**

Bradley Lehman

**Schedule**

Monthly, from 9/29/2014 to 6/1/2015

**Evidence of Completion**

PBIS team will set clear expectations and actions of PBIS.

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

Communication and actions will be monitored for clear understanding of PBIS

**Person Responsible**

Candace Stone

**Schedule**

On 6/1/2015

***Evidence of Completion***

Feedback from all stakeholders will be monitored for clear understanding of PBIS expectations and actions.

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

School-wide data will be monitored for effectiveness of PBIS

**Person Responsible**

Henry Sanabria

**Schedule**

On 6/1/2015

***Evidence of Completion***

School-wide behavioral data will be collected and analyzed for effectiveness of PBIS.

**G2.** Teachers will engage in multiple professional development opportunities in the form of learning communities (collaborative planning), coaching, modeling, and observation, with a focus on differentiated instruction. 1

G039640

**G2.B1** Time available for peer observations 2

B095778

**G2.B1.S1** Peer observations for teachers 4

S136302

### Strategy Rationale

Teachers will be able to observe and model effective instructional practices

### Action Step 1 5

A schedule will be created for peer observation

#### Person Responsible

Bradley Lehman

#### Schedule

Monthly, from 10/6/2014 to 6/1/2015

#### Evidence of Completion

A schedule will be developed and used for peer observation

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

Peer observations will be monitored for learning.

#### Person Responsible

Jaclyn Veldhuis

#### Schedule

Monthly, from 11/3/2014 to 6/1/2015

#### Evidence of Completion

After peer observations, teachers will record their learning on a teacher observation document to be turned into administrator.

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

Lesson planning and teacher observations will be monitored.

**Person Responsible**

Henry Sanabria

**Schedule**

Monthly, from 11/3/2014 to 6/1/2015

**Evidence of Completion**

Data from teacher observations, as well as evidenced from lesson planning.

**G2.B2 Different interpretations of expectations for differentiated instruction** 2

 B124399

**G2.B2.S1 Professional Development will be given on differentiated instruction.** 4

 S136922

**Strategy Rationale**

Teachers need more procedural professional development on differentiated instruction in order to fully implement it into lesson planning regularly.

**Action Step 1** 5

Professional Development on procedural knowledge of differentiated instruction.

**Person Responsible**

Jaclyn Veldhuis

**Schedule**

On 11/10/2014

**Evidence of Completion**

Professional development presentation

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

Lesson planning, as well as teacher observations will be monitored.

**Person Responsible**

Candace Stone

**Schedule**

Monthly, from 12/1/2014 to 6/1/2015

**Evidence of Completion**

Lesson planning, as well as teacher observations will monitor if differentiated instruction is being planned for and implemented in the classroom.

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

Lesson planning, as well as teacher observation data will be monitored.

**Person Responsible**

Henry Sanabria

**Schedule**

Monthly, from 12/1/2014 to 6/1/2015

**Evidence of Completion**

Lesson planning, as well as teacher observation data will be monitored for planning and implementation of differentiated instruction.

**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	A Group/Individual PST schedule will be developed.	Lehman, Bradley	9/29/2014	Schedule will be communicated to all faculty and staff.	6/1/2015 monthly
G1.B2.S1.A1	Training will be given to all faculty and staff on specific Tier 2 and Tier 3 interventions.	Lehman, Bradley	11/10/2014	Professional Development Day will include training on specific Tier 2 and Tier 3 interventions.	11/10/2014 one-time
G1.B3.S1.A1	Set clear expectations and actions of PBIS	Lehman, Bradley	9/29/2014	PBIS team will set clear expectations and actions of PBIS.	6/1/2015 monthly
G2.B1.S1.A1	A schedule will be created for peer observation	Lehman, Bradley	10/6/2014	A schedule will be developed and used for peer observation	6/1/2015 monthly
G2.B2.S1.A1	Professional Development on procedural knowledge of differentiated instruction.	Veldhuis, Jaclyn	11/10/2014	Professional development presentation	11/10/2014 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.MA1	Progress monitoring data will be collected for the students identified on the "watchlist."	Lehman, Bradley	11/3/2014	The meeting notes for the individual and group PST meetings will be collected, as well as the tracking of the targets.	6/1/2015 monthly
G1.B1.S1.MA1	The schedule of group and individual PST meetings during the school day will allow for these meetings to occur.	Sanabria, Henry	10/27/2014	The schedule of the group and individual meetings will serve as evidence, as well as meeting notes and decisions.	6/1/2015 monthly
G1.B1.S1.MA1	Schedule of Group/Individual PSTs implemented	Lehman, Bradley	10/6/2014	Schedule is clearly communicated with Group/Individual PST meetings.	6/1/2015 monthly
G1.B2.S1.MA1	The Positive Behavior System in place will be monitored.	Sanabria, Henry	10/6/2014	The behavior data collected from the Core PST will determine if PBIS is effective.	6/1/2015 monthly
G1.B2.S1.MA1	The communication of expectations and actions of PBIS will be monitored.	Stone, Candace	10/6/2014	Feedback from the teachers will be used to determine if clear communication was given.	6/1/2015 monthly
G1.B3.S1.MA1	School-wide data will be monitored for effectiveness of PBIS	Sanabria, Henry	11/3/2014	School-wide behavioral data will be collected and analyzed for effectiveness of PBIS.	6/1/2015 one-time
G1.B3.S1.MA1	Communication and actions will be monitored for clear understanding of PBIS	Stone, Candace	11/3/2014	Feedback from all stakeholders will be monitored for clear understanding of PBIS expectations and actions.	6/1/2015 one-time
G2.MA1	Data from teacher observations, as well as from lesson planning will be monitored.	Stone, Candace	11/3/2014	Data from teacher observations, as well as from lesson planning.	6/1/2015 monthly
G2.B1.S1.MA1	Lesson planning and teacher observations will be monitored.	Sanabria, Henry	11/3/2014	Data from teacher observations, as well as evidenced from lesson planning.	6/1/2015 monthly
G2.B1.S1.MA1	Peer observations will be monitored for learning.	Veldhuis, Jaclyn	11/3/2014	After peer observations, teachers will record their learning on a teacher observation document to be turned into administrator.	6/1/2015 monthly
G2.B2.S1.MA1	Lesson planning, as well as teacher observation data will be monitored.	Sanabria, Henry	12/1/2014	Lesson planning, as well as teacher observation data will be monitored for planning and implementation of differentiated instruction.	6/1/2015 monthly
G2.B2.S1.MA1	Lesson planning, as well as teacher observations will be monitored.	Stone, Candace	12/1/2014	Lesson planning, as well as teacher observations will monitor if differentiated instruction is being planned for and implemented in the classroom.	6/1/2015 monthly

## Appendix 2: Professional Development and Technical Assistance Outlines

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

## Professional Development Opportunities

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

**G1.** The school will implement a seamless multi-tiered system of supports (MTSS) focused on an integration of social/emotional and academic supports to fluidly meet the needs of all students.

**G1.B2** Unclear communication of Tier 2 and Tier 3 interventions

**G1.B2.S1** Faculty and Staff training of Tier 2 and Tier 3 interventions

### PD Opportunity 1

Training will be given to all faculty and staff on specific Tier 2 and Tier 3 interventions.

#### Facilitator

Bradley Lehman

#### Participants

All faculty and staff

#### Schedule

On 11/10/2014

**G2.** Teachers will engage in multiple professional development opportunities in the form of learning communities (collaborative planning), coaching, modeling, and observation, with a focus on differentiated instruction.

**G2.B2** Different interpretations of expectations for differentiated instruction

**G2.B2.S1** Professional Development will be given on differentiated instruction.

### PD Opportunity 1

Professional Development on procedural knowledge of differentiated instruction.

#### Facilitator

Henry Sanabria, Candace Stone, Jaclyn Veldhuis, Bradley Lehman

#### Participants

All teachers

#### Schedule

On 11/10/2014

## Technical Assistance Items

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

## Budget Rollup

### Summary

Description	Total
<b>Goal 2:</b> Teachers will engage in multiple professional development opportunities in the form of learning communities (collaborative planning), coaching, modeling, and observation, with a focus on differentiated instruction.	1,400
<b>Grand Total</b>	<b>1,400</b>

**Goal 2: Teachers will engage in multiple professional development opportunities in the form of learning communities (collaborative planning), coaching, modeling, and observation, with a focus on differentiated instruction.**

Description	Source	Total
<b>B1.S1.A1</b> - Cost of substitute teachers during peer observations.	General Fund	1,400
<b>Total Goal 2</b>		<b>1,400</b>