

South Fort Myers High School



2014-15 School Improvement Plan

South Fort Myers High School

14020 PLANTATION RD, Fort Myers, FL 33912

<http://sfm.leeschools.net/>

School Demographics

School Type

High

Title I

No

Free/Reduced Price Lunch

65%

Alternative/ESE Center

No

Charter School

No

Minority

62%

School Grades History

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

School Board Approval

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

SIP Authority and Template

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

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

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

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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	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To prepare all students to successfully enter the world of work and/or further their education by challenging them with rigorous academic and technical studies.

Provide the school's vision statement

To inspire students to be life-long learners through rigor and relevance.

School Environment

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

The school utilizes Parent/Student Contact Information sheets when students are enrolled. The teachers and staff have created surveys, and assignments utilized to identify cultures and experiences. Once the cultures have been identified; lessons and events of appreciation showcasing the various are represented.

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

South Ft. Myers ensures a safe environment for the students by ensuring that security, administration and teachers are always visible. All staff and students have read and received the District Code of Conduct, which clearly states the rules, regulations and expected behaviors on campus. The consequences are also clearly identified. The classroom doors are locked, as well as all exterior doors to the building. All visitors must be signed in and identification verified at the front desk. The school has an SRO in the building at all times. As a whole the students are treated as family and personal respect is paramount.

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

As a school we follow a cohesive Code of Conduct as stated above. All teachers are posted at their classroom doors to monitor student safety and welcome them to their class. Students are actively engaged in Bell to Bell instruction. School rules and expectations are clearly posted in every classroom and in the common areas. There is a discipline plan for behaviors that is all encompassing from minor issues such as tardies to major student altercations. The entire staff is trained to recognize and react to situations, know whom to contact if there's a guidance or safety issue that cannot be handled at their level of expertise or job description.

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

South Ft. Myers HS has an extensive Guidance and ESE department with highly trained professionals available for students and staff. The staff has been trained to refer the student to the correct individual best suited to support the students' emotional needs. The students have mentors and counseling available whenever needed, student focus is an immediate priority. The staff is

constantly collaborating to ensure that input is complete for all students that are in need of services. We have Leadership classes that offer opportunities for students to mentor one another with properly trained counselors as the facilitators.

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

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
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

If a student is habitually absent he or she is referred to the school counselors and social worker to identify the underlying causes for the absences. Once they have been identified the initial step is to reach out to the student and their families in order to create an action plan enabling the student to succeed academically. When students are disciplined they meet with an administrator and other school professionals as necessary to discuss the behaviors and actions that the student has chosen. All of the students discipline records are tracked and monitored electronically. The data allows us to not only keep and maintain accurate records, but to ensure that we are preventing any future disciplinary actions. If the students are spending their time being disciplined they are missing educational opportunities. In addition to these remedies we are fully utilizing current MTSS and Restorative Behavior strategies.

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

Parents are invited to all School Advisory Council meetings, Athletic Booster meetings, and specialized club meetings. Our goal is to have more parents actively involved throughout the school day, tutoring students and assisting teachers.

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 is constantly inviting the local community to school sponsored events such as the aforementioned. We are fortunate to be located in a community that has a tremendous wealth of families and businesses surrounding our school. The community is encouraged to participate and create internships for our students and staff. South Fort Myers HS is an Academy HS therefore community involvement is paramount. Our parent involvement specialist is habitually networking and reaching out to the local community in an effort to build and continue fostering relationships that are mutually beneficial. We want to know what the community is seeking from our graduates in addition to an excellent academic education. We realize that these partnerships are vital to the academic success of our students.

Effective Leadership

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

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Layner, Melissa	Principal
Trelease, Donald	Assistant Principal
Hamstra, Andrew	Assistant Principal
Hardman, Kari	Assistant Principal
Mitchell, Dr. Samone	Assistant Principal
Deinhart-Mackay, Staci	Instructional Coach
Gunnels, Katrina	Instructional Coach
Rubenstein, Lindsay	Instructional Coach
Wilkie, Steven	Instructional Coach

Duties

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

The roles of each member are as follows:

Classroom Teacher

- Keep ongoing progress monitoring notes in a MTSS folder (FAIR, curriculum assessments, STAR or FCAT scores, work samples, anecdotes) to be filed in cumulative folder at the end of each school year or if transferring/withdrawing
- Attend MTSS Team meetings to collaborate on & monitor students who are struggling
- Implement interventions designed by MTSS Team for students receiving supplemental and intensive supports.

- Deliver instructional interventions with fidelity
- Reading or Math Coach/Specialist
- Attend MTSS Team meetings
 - Train teachers in interventions, progress monitoring, differentiated instruction
 - Implement supplemental and intensive interventions
 - Keep progress monitoring notes & anecdotes of interventions implemented
 - Administer screenings
 - Collect school-wide data for team to use in determining at-risk students
- Speech-Language Pathologist
- Attend MTSS Team meetings for students receiving supplemental and intensive supports.
 - Completes Communication Skills screening for students unsuccessful with Tier 2 interventions
 - Assist with supplemental and intensive interventions through collaboration, training, and/or direct student contact
 - Incorporate MTSS data when guiding a possible Speech/Language referral & when making eligibility decisions
- Principal/Assistant Principal
- Facilitate implementation of the MTSS problem-solving process in your building
 - Provide or coordinate valuable and continuous professional development
 - Assign paraprofessionals to support MTSS implementation when possible
 - Attend MTSS Team meetings to be active in the MTSS change process
 - Conduct classroom Walk-Throughs to monitor fidelity
- Guidance Counselor/Curriculum Specialist
- Often MTSS Team facilitators
 - Schedule and attend MTSS Team meetings
 - Maintain log of all students involved in the MTSS process
 - Send parent invites
 - Complete necessary MTSS forms
 - Conduct social-developmental history interviews when requested
- School Psychologist
- Attend MTSS Team meetings on some students receiving supplemental supports & on all students receiving intensive supports
 - Monitor data collection process for fidelity
 - Review & interpret progress monitoring data
 - Collaborate with MTSS Team on effective instruction & specific interventions
 - Incorporate MTSS data when guiding a possible ESE referral & when making eligibility decisions
- ESE Teacher/Staffing Specialist
- Consult with MTSS Team regarding intensive interventions
 - Incorporate MTSS data when making eligibility decisions
- Specialist (Behavior, OT, PT, ASD)
- Consult with MTSS Team
 - Provide staff trainings
- Social Worker
- Attend MTSS Team meetings when requested
 - Conduct social-developmental history interviews and share with MTSS Team
- ESOL/ELL Representative
- Attend all MTSS Team meetings for identified ELL students, advising and completing LEP paperwork
 - Conduct language screenings and assessments
 - Provide ELL interventions at all tiers

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The MTSS Problem-Solving team at South Ft. Myers High School meets on an as needed basis to analyze school and/or student progress data in order to identify students in need of further support and to monitor the progress of students receiving interventions to ensure that the needs of all students are being met within a multi-tiered system of student supports. The team uses the five-step problem solving process as outlined in the district's MTSS Manual.

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Layner, Melissa	Principal
Hardman, Kari	Assistant Principal
Trelease, Donald	Assistant Principal
Hamstra, Andrew	Assistant Principal
Mitchell, Dr. Samone	Assistant Principal
Deinhart-Mackay, Staci	Instructional Coach
Gunnels, Katrina	Instructional Coach
Rubenstein, Lindsay	Instructional Coach
Wilkie, Steven	Instructional Coach
Alexander, Deborah	Teacher, K-12
Arbour, Michelle	Teacher, K-12
Bailey, Nicole	Teacher, Career/Technical
Dozier, Jeanne	Teacher, K-12
Einbinder, Morgan	Teacher, K-12
Hall, Julie	Teacher, K-12
Jeffcott, Cynthia	Instructional Media
Mates, Angela	Teacher, Career/Technical
Mayer, Justin	Teacher, K-12
Mazza, Bonnie	Guidance Counselor
Sabiston, Gina	Teacher, Career/Technical
Spurrier, James	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

- 1) Every teacher on campus will be considered a Literacy teacher.
- 2) Every teacher will incorporate reading strategies in their lesson plans.
- 3) Data will be analyzed to help increase student achievement.

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

South Fort Myers HS has made common planning a priority. All teachers within in the same department teaching the same course will have common planning to collaborate and create effective: lesson plans, summative and formative assessments based upon data driven results both internally and externally from nationally accredited resources. South Ft. Myers HS also has four academic coaches that are available to assist in planning, teacher support, data dissemination, lesson application and presentation. We also have an extensive ESE and ESOL Department to ensure that all students and staff have an opportunity to flourish.

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

Peer teachers and an administrator are assigned to mentor, coach, and plan with new teachers to the profession and to the building. There are quarterly meetings as a whole group and monthly check-ins with peer teachers. The assistant principal for administration, Don Trelease, oversees this process.

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

We provide mentoring to teachers new to the district and new teachers to the profession through the APPLES program. This is a year-long program that provides coursework, mentor observations, administration observations and master teacher follow-up as needed. New teachers are helped to adapt to their new environment quickly and helped to develop the teaching skills they need to be effective with today's students.

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

South Ft. Myers HS is in compliance with all federally and state mandated education laws. Teachers, administrators, paraprofessionals and all personnel that are involved in the direct and indirect instruction of our students attend mandatory training's and in-service. All of the textbooks and technology has been replaced with the most current state adopted standards; ensuring that it satisfies the needs of students and is compliant with the governing bodies mandates. Our course work and materials are aligned to the Common Core and State Standards with the focus of student learning and achievement.

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

Once the data is broken down based upon the Common Core and State standards to ensure teachers are successfully educating their students, South is fully utilizing Performance Matters to assist in the evaluation of the data. Once the area of improvement have been identified the

administration and coaches will devise a plan and strategies to be presented to the staff as in-service on a monthly basis. Once the strategies have been presented to the staff, they are monitored to ensure that the desired goal is being achieved, if not it the strategies are modified. And continual monitoring. South has have implemented afterschool tutoring in addition to our "Pack Lab," Critical Thinking Skills courses, Mathematics for College Readiness and English IV College Prep for Seniors. Students have the opportunities to enroll in remedial classes and meet with coaches and counselors to ensure their academic success.

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: 9,540

SFMH's plan is designed to keep students in the classroom as well as offer time outside of the normal school hours for additional learning and preparation. Students have the opportunity after school to complete homework, make-up assignments, and/or work on computer-based programs as E20/20 credit retrieval, FCATexplorer and/or Empower3000. There are after school tutors that are available for reading, math, and science. The E20/20 instructor is available after school to offer additional time for the students to work on obtaining their credits.

Strategy Rationale

South Ft. Myers HS rationale is to ensure that all students have ample instructional time during the school day and as well as after normal hours. The tutoring and mentoring programs at SFMS offers the students every conceivable method to succeed.

Strategy Purpose(s)

- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Hardman, Kari, kariaha@leeschools.net

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

Data is collected and analyzed through attendance records, grade reports, and behavioral data such as student discipline referrals.

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

All freshmen are enrolled in the Introduction to Information Technology course which allows them to be introduced to the HS expectations and norms as well as earn on-line credit necessary of graduation. In this course the students are required to participate in AVID strategies, maintain an AVID Binder and utilize their Agendas for HW and all activities. Students are activity creating personal and academic goals and discussing them with their teachers, revisiting and creating new goals on a weekly basis. The students are encouraged to join extracurricular activities and strive for our

academic success programs such as Renaissance, NHS, and higher level courses: honors, Dual Enrollment and AP. These strategies are introduced in freshmen year and practiced throughout the upper classmen as well. As juniors and seniors the students participate in College and FAFSA evenings, and class parent meetings where parents are encouraged to attend.

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 are split between four guidance counselors who meet with all grade levels via their English classes to address credit, grade, and graduation concerns. At least once per week, colleges, universities, or technical schools visit our campus to address student enrollment. Our school is an academy high school for Career and Technology and all students are encouraged to participate in one three-year academy program.

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

The school follows the district and state plan for incorporating combined, applied, and integrated courses in the core content areas. These courses are led by highly qualified teachers who work in common goal teams to create common assessments based on the Common Core standards. Teammates plan instruction and assessment in unison and examine performance data for reteaching and retesting. The goal is for students to gain the skills necessary to advance to accelerated courses.

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

For the 2013-2014 school year, the school has implemented a Critical Thinking Skills course for juniors and seniors. The majority of senior students are enrolled in Mathematics for College Readiness and English IV College Prep in order to become college and career ready. Our school offers SAT testing and regularly enrolls students in ACT testing at locations of close proximity. ACT and SAT test-taking strategies are incorporated into all junior and senior level core classes.

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

South Ft. Myers has researched the information based upon the report for our school, district and the stat. Our data trends and analysis guides the decisions that we have made in the past, guided us to the present and will move us forward efficiently and effectively. We have incorporated new courses of study, hired and trained additional personnel. Our trend is moving in a positive direction with enrollment in advanced courses such as Dual Enrollment, Advanced Placement and Honors steadily increasing. South Ft. Myers HS also has more students earning Industry certifications and attaining scholarships such as Florida Bright Futures and Gold Seal. Due to the strategies that have been implemented in the previous section these are the results.

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

G1. Increase student achievement gains school-wide by focusing on teaching and learning.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Increase student achievement gains school-wide by focusing on teaching and learning. 1a

G040058

Targets Supported 1b

Indicator	Annual Target
Math Gains	64.0
Math Lowest 25% Gains	73.0
ELA/Reading Gains	66.0
ELA/Reading Lowest 25% Gains	65.0

Resources Available to Support the Goal 2

- Teacher Leaders
- Reading Coach
- District Support personnel
- Performance Matters
- School Technology Specialists
- School Guidance Counselors

Targeted Barriers to Achieving the Goal 3

- Lack of teacher understanding of analyzing and utilizing data

Plan to Monitor Progress Toward G1. 8

Focus on teaching and learning

Person Responsible

Melissa Layner

Schedule

Daily, from 8/18/2014 to 5/29/2015

Evidence of Completion

Weekly review of comprehensive lesson plans addressing student needs based on data; reporting information on common assessment implementation (Performance Matters); classroom walkthrough data with a focus on common board configuration and gradual release model; meetings with department heads, academic coaches, and TIF teacher leaders.

Action Plan for Improvement


For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Increase student achievement gains school-wide by focusing on teaching and learning. **1**

 G040058

G1.B4 Lack of teacher understanding of analyzing and utilizing data **2**

 B096770

G1.B4.S1 Teachers are not accustomed to reviewing data to make instructional decisions so the school is offering professional development to teach this skill. **4**

 S125007

Strategy Rationale

Improved instructional lessons starting with the end in mind.

Action Step 1 **5**

Identify a school expert to train all teachers in Performance Matters.

Person Responsible

Andrew Hamstra

Schedule

On 8/25/2014

Evidence of Completion

Successful scheduling of training session.

Action Step 2 5

Race To the Top Technology specialist will present Performance Matters training to all teachers.

Person Responsible

Andrew Hamstra

Schedule

Daily, from 8/11/2014 to 5/29/2015

Evidence of Completion

Copies of school inservice reports

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

Teachers will be required to provide data documents regarding student performance and will present these documents to their assigned administrator.

Person Responsible

Melissa Layner

Schedule

Monthly, from 9/8/2014 to 5/29/2015

Evidence of Completion

Documents will be collected in teacher data folders

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

Person Responsible

Melissa Layner

Schedule

Evidence of Completion

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

Monitor teacher use of data to drive instruction

Person Responsible

Melissa Layner

Schedule

Monthly, from 9/8/2014 to 5/29/2015

Evidence of Completion

Teacher data documents in individual data folders

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

Person Responsible

Schedule

Evidence of Completion

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B4.S1.A1	Identify a school expert to train all teachers in Performance Matters.	Hamstra, Andrew	8/25/2014	Successful scheduling of training session.	8/25/2014 one-time
G1.B4.S1.A2	Race To the Top Technology specialist will present Performance Matters training to all teachers.	Hamstra, Andrew	8/11/2014	Copies of school inservice reports	5/29/2015 daily
G1.MA1	Focus on teaching and learning	Layner, Melissa	8/18/2014	Weekly review of comprehensive lesson plans addressing student needs based on data; reporting information on common assessment implementation (Performance Matters); classroom walkthrough data with a focus on common board configuration and gradual release model; meetings with department heads, academic coaches, and TIF teacher leaders.	5/29/2015 daily
G1.B4.S1.MA1	Monitor teacher use of data to drive instruction	Layner, Melissa	9/8/2014	Teacher data documents in individual data folders	5/29/2015 monthly
G1.B4.S1.MA1	[no content entered]			one-time	
G1.B4.S1.MA1	Teachers will be required to provide data documents regarding student performance and will present these	Layner, Melissa	9/8/2014	Documents will be collected in teacher data folders	5/29/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	documents to their assigned administrator.				
G1.B4.S1.MA1	[no content entered]	Layner, Melissa	9/18/2014		one-time

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. Increase student achievement gains school-wide by focusing on teaching and learning.

G1.B4 Lack of teacher understanding of analyzing and utilizing data

G1.B4.S1 Teachers are not accustomed to reviewing data to make instructional decisions so the school is offering professional development to teach this skill.

PD Opportunity 1

Identify a school expert to train all teachers in Performance Matters.

Facilitator

Thomas Ray, RTTT

Participants

All teachers

Schedule

On 8/25/2014

PD Opportunity 2

Race To the Top Technology specialist will present Performance Matters training to all teachers.

Facilitator

Thomas Ray

Participants

All teachers

Schedule

Daily, from 8/11/2014 to 5/29/2015

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