

Tedder Elementary School

4157 NE 1ST TER, Pompano Beach, FL 33064

[no web address on file]

School Demographics

School Type

Elementary

Title I

Yes

Free/Reduced Price Lunch

98%

Alternative/ESE Center

No

Charter School

No

Minority

96%

School Grades History

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

School Board Approval

This plan was approved by the Broward County School Board on 12/9/2014.

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	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

Tedder Elementary School is a diverse community of students, parents, faculty, and staff committed to academic excellence for all in a safe and positive environment. We are educating today's students/staff to succeed in tomorrow's world college and career ready.

Provide the school's vision statement

Tedder Elementary School committed to educational excellence for all.

School Environment

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

Our focus as a school this year is to build optimal internal and external relationships. All staff members attended a presentation regarding relationship building presented by Mrs. Fishlock, Principal during the week of pre-planning. One element of this presentation included ways to build relationships between staff and students through high expectations and culture of caring and support. Throughout the school year, Tedder's teachers will promote and visually demonstrate high expectations for all students in all classrooms. Tedder Elementary is also working to promote a positive school atmosphere to ensure a school-wide culture of caring and support. Throughout the school year, teachers will participate in on-going conversations during Professional Learning Communities (PLCs), SIOP trainings, and Leadership Team Meetings that will include understanding differences and reinforcing our work to build positive relationships between teachers and students.

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

Tedder provides ASP before and after school to students to ensure their safety both before and after school starts. Tedder Elementary School is a CHAMPS school and all staff members are currently participating in CHAMPS training to ensure student expectations for a safe and peaceful campus are communicated to all stakeholders. All teachers have been charged with the 'Power 3' to communicate and uphold a school community that prides itself on respecting individual differences and student achievements by setting high expectations, providing immediate, specific feedback to students and parents, and providing opportunities for students to participate in rich classroom discussions where their opinions are valued and encouraged.

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

All teachers are currently receiving ongoing CHAMPS training. All classrooms, common areas, and hallways display the CHAMPS expectations for student behavior. Administration reviewed the school wide behavior plan during the week of pre-planning to ensure all staff members are aware of school expectations prior to the start of the school year. All Support Staff team members have been assigned two days where they are 'on call' to immediately respond to any disciplinary incidents that may occur. All Support Staff members have been trained in how to document such calls to ensure the

system is fairly and consistently enforced. Administration will also conduct periodic classroom walkthroughs to ensure CHAMPS is also being fairly and consistently enforced by all classroom teachers.

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

Tedder Elementary's Guidance Counselor provides small group counseling to retained third grades as part of the Student Success Skills Group. Our Guidance Counselor also refers families to outside agencies/resources for counseling services and support. We also have a Counselor through Parent Information and Resource Center (PIRC) once a week providing counseling to select students. Our Guidance Counselor also provides preventative classroom guidance focusing on character building and social skills as part of the Tedder's Guidelines for Success. Our school resource officer provides additional preventative classroom presentations with fourth and fifth grade classes. Tedder Elementary has multi-layered mentoring program which includes Staff to Student mentoring and Peer Mentoring. We target at risk minority boys to participate in this program throughout the school year.

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

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/70587>.

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

Tedder Elementary has a partnership with After School Program (ASP) which provides student and staff incentives. Women in Distress is also partnering with our school to provide a Guest Reader Program. We utilize a Reading Oasis Room that was established with three other partners: Broward Sheriff's Office, City of Deerfield Beach, and Scholastic Book Fairs Inc. Tedder Elementary is also in the process of reaching out to local church groups to secure mentors and build relationships between the school and our families.

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
Fishlock, Marisa	Principal
Coachman-Beavers, Shinita	Assistant Principal
Brown, Stacey	Instructional Coach
Meek, Marty	Instructional Coach
Finkin, Janice	Instructional Coach
Sarrasin, Jacqueline	Teacher, K-12

Duties

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

The function and responsibility of the Leadership team is to monitor student achievement data, monitor curriculum, enrichment and intensive groups. The Leadership team also reviews the SIP and monitors its action steps and progress.

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 RtI Team reorganizes our resources to provide support to the teacher(s) to increase student achievement. RtI is a process including the provision of systematic, research-based instruction and interventions for struggling learners. RtI intervention plans are designed, implemented, and monitored by the multi-disciplinary team of professionals. All interventions are data driven. The role of the

school-based Rtl Team is to meet on a regular basis to address teachers' concerns about struggling students and to help design intervention plans. The Rtl Leadership Team will meet on Thursday's starting on August 22, 2014. The guidance counselor will coordinate the meetings and ensure fidelity of implementation. The team will collaborate on students as they move through a tiered system. At the first tier, teachers will present their students' cases, behavioral or academic, at their weekly team meetings with the intent of collaborating on interventions for student success. This collaboration will be documented on the team leader's weekly team log. The teacher(s) will document the progress of the intervention. If the interventions do not lead to success after ample time, the student moves to the next tier. At Tier 2, the teacher(s) will present his/her student case along with the documented interventions to the Rtl team. At this meeting, the team will assist with providing research-based interventions and/or support. Teachers will keep anecdotal records on the student and quantitative data will be collected to document the intervention implementation. The guidance counselor will schedule a follow up meeting in six weeks. During the six weeks, a team appointed designee will follow up with the student's progress. At the six-week meeting, the Rtl Team will review the data and anecdotal to determine the next step. Depending upon the data situation, additional interventions and support can be suggested or the student can move to Tier 3. At Tier 3, the process is intensified. A determination will be made to move forward with further evaluation, refer to the CORE behavioral team, or to repeat a cycle of assistance and further interventions.

Title I is a federally funded program for economically disadvantaged children who reside in school attendance areas with a high concentration of children from low income families. Title I funds are used for teacher salaries, professional development opportunities, and parent involvement in an effort to raise the achievement of students who are failing to meet the challenging state standards.

Title I, Part C- Migrant

Services are offered by the school to assist children and their families identified as migrants. Academic support and social services are provided to the identified students. Referrals are made as needed to provide families with community resources and services such as clothing, eyeglasses, food and health care.

Title III

Tedder Elementary has one full time ELL Resource teacher and one full-time paraprofessional to supplement classroom instructional strategies. The ELL Resource teacher will provide intensive remediation in small group settings as well as coaching sheltered classroom teachers. In addition, she is responsible for maintaining ELL folders and administering ELL tests required by state and/or federal government. Tedder Elementary receives supplemental reading materials from the District's Multicultural Department.

Supplemental Academic Instruction (SAI)

Identified students will receive additional services including but not limited to push in/pull out small groups. These groups will be skilled specific to provide intensive remediation. Supplemental materials will be provided based upon identified need.

Violence Prevention Programs

Tedder builds a violence prevention culture through classroom instruction in anger management, conflict resolution, bullying prevention, and the Broward County adopted character traits. All teachers and staff members received training on the Anti-Bully policy. A behavior committee will revise Tedder Elementary's discipline plan, as needed, to include CHAMPS for common areas. All teachers will implement CHAMPS and develop and maintain a positive classroom management plan. In addition, the Jim Moran Foundation has provided Tedder Elementary with a part-time School Resource Officer (SRO). The SRO will be utilized as a proactive measure to educate students on Gang Resistance and Drug Education as well as assist in providing a safe and secure learning environment.

Nutrition Programs

Tedder Elementary will participate in the Fresh Vegetables and Fruit Program/grant. All students will be provided with a fresh vegetable or fruit as a snack in the afternoon three times per week. This will expose our students to fruits and vegetables they may not be familiar with, allowing them to learn about various produce as well as gaining the benefits of the vitamins and nutrients these foods

provide. Tedder Elementary will be participating in the Healthy Schools Alliance Program. The Healthy Schools Program will focus on assisting schools in developing a wellness council that can support the implementation of the wellness policy during the school year. A Relationship Manager, Stephanie Manfra, will work directly with our school to complete the Healthy Schools Inventory and Action Plan that will assess our school environment and identify resources for implementation.

Head Start

Head Start is a national, federally funded program, providing comprehensive services to preschool children and their families. These services include educational, social, medical, vision, dental, nutritional, and mental health services. Tedder currently enrolls 3-year and 4-year olds in their Head Start program.

Career and Technical Education

All fifth grade students will participate in the Junior Achievement curriculum which is a 20-hour economic curriculum focused on career opportunities.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Marisa Fishlock	Principal
Stacey Brown	Teacher
Deborah Ryan-DeGray	Teacher
Joe Chancy	Parent
LaChandra Witherspoon	Business/Community
Jacqueline Sarrasin	Teacher
	Student

Duties

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

Evaluation of last year's school improvement plan

The SAC committee reviewed and refined the 2013-14 plan using the 8 Step Problem Solving Process and Florida's Continuous Improvement Model. The action steps for each goal were adjusted based on student progress and monitored throughout the school year. As a result of our efforts, both School Improvement Plan goals from the 2013-14 school year were met.

Development of this school improvement plan

The SAC committee collaborates with school staff, parents, and community members to develop the school improvement plan and monitor its progress throughout the year. The SAC Chair facilitated conversations with each grade level team, and the SAC Committee members to work through the 8 Step Problem Solving Process to identify specific goals, barriers, and action steps to develop the 2014-15 School Improvement Plan. Tedder's Leadership Team met with District and State staff members to finalize goals and action steps for the 2014-15 school year. All school achievement data was provided to all stakeholders to assist in determining areas of weakness.

Preparation of the school's annual budget and plan

The school's annual budget is developed based on the needs of the school. All resources and materials align with the School Improvement Plan and the goals for the 2014-15 school year.

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

Proposals for the use of School Accountability funds will be brought forward to the SAC committee throughout the school year for their vote. Proposed uses include technology and student supplemental math and reading materials.

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
Fishlock, Marisa	Principal
Brown, Stacey	Instructional Coach
Talbot-Klitz, Leslie	Teacher, K-12
Sarrasin, Jacqueline	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

Major initiatives of the LLT for the 2014-15 school year include:

- Participate and facilitate literacy focused Professional Learning Community meetings throughout the school year.
- Create, share, and implement activities that promote literacy, including the Reading Oasis Room, Book Buddies, Academic Word Walls, and Vocabulary Word of Day.
- Participate in ongoing literacy dialogue with peers focusing on increasing student engagement during reading, increasing opportunities for students to engage in collaborative structures and build language skills, and increasing student use of academic and domain-specific vocabulary terms when reading, writing, listening and speaking.
- Tedder Elementary will participate in the Read for the Record for the 2014-15 school year involving all students in Kindergarten and First Grade.

Public and Collaborative Teaching

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

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

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

When a position becomes available, Tedder Elementary follows Broward County procedures and contractual policies pertaining to hiring qualified staff. Interviews teams consisting of the Principal, Assistant Principal and Leadership Team members are developed to hire the most qualified candidate. The Principal checks references and certification qualifications of all candidates. Maintaining the Tedder

Elementary website is a strategy used to recruit new teachers. Weekly team meetings provide support to Tedder's faculty. Support staff members are assigned to faculty as a resource. NESS New Educator Support System is in place for all new teachers

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

Each new teacher to Broward County Schools is assigned a New Educator Support teacher. This person serves as a mentor to the teacher. Teachers are paired up based on previous experience with grade level curriculum. NESS teachers and mentees meet weekly. The NESS Liaison meets monthly with all NESS teachers and their mentees.

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

Tedder Elementary is following the Units of Study produced by Broward County's curriculum department. All teachers are utilizing the resources and materials provided by district to implement Units of Study in math, science, and reading.

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

Each grade level is following an Instructional Focus Calendar that aligns directly to the district's Units of Study and the Florida Standards. Each grade level has time built into the calendar for assessing, reteaching, and reassessing each standard to meet the needs of all students. Tedder Elementary School also has an extended day where one hour of the day is built into the school's schedule specifically to address the needs of all students in reading. This timeframe is used to enrich, enhance, or remediate student learning to meet diverse needs of students.

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: 10,800

One hour has been added to each school day for all students to focus on reading. During the extended hour of reading, students are provided targeted instruction specific to reading skill deficits (phonological awareness, phonics, fluency, vocabulary, comprehension). Classroom teachers are also utilizing the extended hour to provide quality Tier II instruction to the students that most need additional support.

Strategy Rationale

To provide more instructional time to students that require more direct guidance from teacher.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Brown, Stacey, stacey.brown2@browardschools.com

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

Classroom teachers conduct frequent progress monitoring checks to determine the effectiveness of intervention/enrichment and to adjust instructional plans accordingly. Data collected includes program based assessments, running records, Phonics Inventory, and Phonological Awareness Inventory.

Strategy: Extended School Day

Minutes added to school year: 4

Many students take advantage of arriving to school early to participate in a computer-based instruction for reading and mathematics. Students arriving on campus early each day are provided the opportunity to work on activities through iStation.

Strategy Rationale

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

The program iStation is a computer-based program that collects data as the students are engaged in assigned activities. The automatic data collection allows for frequent progress monitoring to determine the appropriateness of student usage and engagement. Overall student progress and effectiveness of extended learning strategy is determined through FAIR.

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

The Pre-School Program at Tedder Elementary is designed to transition pre-school children to local elementary school programs. Our pre-school teachers incorporate the curricular facets of Kindergarten with many early childhood activities. It is through the pre-school program that many students advance to the upper level Kindergarten classes. Our teachers incorporate teaching strategies in a myriad of unique ways including the use of technology and field trips. Our students are provided with a learning environment encompassing varied complexities of experiences to help them develop socially, intellectually, physically, and emotionally in a manner appropriate to their age, individual interest, temperament, language, and cultural background. Each year Kindergarten round-up is held to assist parents and their children transition to Tedder Elementary. The community is notified via newsletter, parent links and school website. Kindergarten teachers give parents an orientation on a typical kindergarten day, a tour of classrooms in session, and suggest ways to help them ready their child for kindergarten.

College and Career Readiness

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

N/A

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

N/A

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

N/A

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

N/A

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** All teachers will increase student achievement proficiency in writing school-wide by implementing the English Language Arts Units of Study and incorporating the full writing process into their instruction.

- G2.** All teachers will increase student achievement proficiency in all content areas school-wide by implementing effective feedback, classroom discussions, and high expectations.

Strategic Goals Detail

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

G1. All teachers will increase student achievement proficiency in writing school-wide by implementing the English Language Arts Units of Study and incorporating the full writing process into their instruction. 1a

G042959

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

CELLA Writing Proficiency

Resources Available to Support the Goal 2

- SIOP Model in K-5 Classrooms
- Teacher Incentive Funds (TIF)
- Coaching/mentoring support
- Instructional Coaches
- Writing Process Folders
- Units of Study and Instructional Focus Calendars for ELA

Targeted Barriers to Achieving the Goal 3

- Time to analyze student work and make instructional decisions necessary for student improvement in writing.

Plan to Monitor Progress Toward G1. 8

Student writing folders with scores and feedback from classroom teacher will be reviewed throughout the year to determine progress towards improving student proficiency in writing.

Person Responsible

Marisa Fishlock

Schedule

Quarterly, from 9/16/2014 to 6/4/2015

Evidence of Completion

Progress monitoring charts, Student Writing Folders, Tedder Database (scores reported monthly).

G2. All teachers will increase student achievement proficiency in all content areas school-wide by implementing effective feedback, classroom discussions, and high expectations. 1a

G040165

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	63.0
AMO Math - All Students	61.0
FCAT 2.0 Science Proficiency	39.0

Resources Available to Support the Goal 2

- The SIOP Model implemented in kindergarten through fifth grade classrooms.
- TIF (Teacher Incentive Fund) and Title I funding
- Mentoring/Coaching
- Instructional Coaches

Targeted Barriers to Achieving the Goal 3

- Teachers need support in implementing effective feedback, classroom discussions, and high expectations.

Plan to Monitor Progress Toward G2. 8

Collect and analyze iObservation data marks, student work, and student performance data.

Person Responsible

Marisa Fishlock

Schedule

Every 6 Weeks, from 8/27/2014 to 6/4/2015

Evidence of Completion

Increase in effective feedback, classroom discussions, and high expectations.

Action Plan for Improvement

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

Problem Solving Key


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

1 = Problem Solving Step  S123456 = Quick Key

G1. All teachers will increase student achievement proficiency in writing school-wide by implementing the English Language Arts Units of Study and incorporating the full writing process into their instruction. **1**

 G042959

G1.B4 Time to analyze student work and make instructional decisions necessary for student improvement in writing. **2**

 B104993

G1.B4.S1 Teachers and Instructional Coaches will engage in common planning time during the school day. **4**

 S116250

Strategy Rationale

With extended schedule, teachers do not have time built into the day for collaboration.

Action Step 1 **5**

Administration will develop schedule to provide release time to teachers throughout the school year for purposes of collaborative planning.

Person Responsible

Marisa Fishlock

Schedule

Monthly, from 9/5/2014 to 4/30/2015

Evidence of Completion

School calendar, sign-in sheets

Action Step 2 5

Teachers will meet approximately monthly to analyze student work in writing and develop plan of action for addressing needs of all students.

Person Responsible

Marisa Fishlock

Schedule

Monthly, from 9/5/2014 to 9/30/2014

Evidence of Completion

Sign-in sheets, minutes from planning sessions, student work samples, lesson plans

Action Step 3 5

Teachers will participate in on-going PLCs to analyze student work, modify instruction, and improve overall student achievement in writing.

Person Responsible

Stacey Brown

Schedule

Biweekly, from 9/5/2014 to 6/4/2015

Evidence of Completion

Sign-in sheets, minutes from PLCs, Student Writing Samples

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

Administration will ensure all classroom teachers attend common planning sessions when provided during school day.

Person Responsible

Marisa Fishlock

Schedule

Every 6 Weeks, from 9/16/2014 to 4/30/2015

Evidence of Completion

Sign-in sheets, meeting minutes, lesson plans

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

Administration and School-based Leadership Team will monitor writing data collected monthly from classroom teachers to ensure effectiveness of implementation.

Person Responsible

Marisa Fishlock

Schedule

Monthly, from 9/16/2014 to 4/30/2015


Evidence of Completion

Monthly writing results from each class recorded in Tedder Database.


G2. All teachers will increase student achievement proficiency in all content areas school-wide by implementing effective feedback, classroom discussions, and high expectations. 1

 G040165

G2.B1 Teachers need support in implementing effective feedback, classroom discussions, and high expectations. 2

 B097067

G2.B1.S1 Implement on-going professional learning focused on effective feedback, classroom discussions, and high expectations (Power of 3) . 4

 S108286

Strategy Rationale

By utilizing high effect size strategies research indicates increase in student achievement will occur.

Action Step 1 5

Teacher will engage in professional learning on the Power of 3.

Person Responsible

Stacey Brown

Schedule

Monthly, from 8/5/2014 to 6/4/2015

Evidence of Completion

Agendas, sign in sheets, grade levels minutes, grade level Power of 3 Plans, and follow up activities.

Action Step 2 5

Each grade level team will develop, review and revise the Power of 3 Plan to ensure implementation.

Person Responsible

Stacey Brown

Schedule

Quarterly, from 9/5/2014 to 6/4/2015

Evidence of Completion

Power 3 Plans and follow up activities

Action Step 3 5

Each teacher will implement the Power 3 (high expectations, classroom discussions, and effective feedback within their classroom.

Person Responsible

Marisa Fishlock

Schedule

Daily, from 9/5/2014 to 6/4/2015

Evidence of Completion

Class goals, student goals, authentic feedback and tasks produced by students, classroom walkthroughs

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

Administration will conduct classroom walk-throughs and review lesson plans.

Person Responsible

Marisa Fishlock

Schedule

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

Evidence of Completion

Classroom walk-through documentation will be maintained by administration.

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

Examine student artifacts from Professional Learning Communities.

Person Responsible

Marisa Fishlock

Schedule

Biweekly, from 9/22/2014 to 5/29/2015

Evidence of Completion

Student work samples, PLC minutes, PLC agendas, and PLC sign in sheets

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

Analyze performance data of students and teachers.

Person Responsible

Marisa Fishlock

Schedule

Monthly, from 9/18/2014 to 6/4/2015

Evidence of Completion

Increase in teacher performance of Power of 3 and increases in overall student proficiency.

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
G2.B1.S1.A1	Teacher will engage in professional learning on the Power of 3.	Brown, Stacey	8/5/2014	Agendas, sign in sheets, grade levels minutes, grade level Power of 3 Plans, and follow up activities.	6/4/2015 monthly
G1.B4.S1.A1	Administration will develop schedule to provide release time to teachers throughout the school year for purposes of collaborative planning.	Fishlock, Marisa	9/5/2014	School calendar, sign-in sheets	4/30/2015 monthly
G2.B1.S1.A2	Each grade level team will develop, review and revise the Power of 3 Plan to ensure implementation.	Brown, Stacey	9/5/2014	Power 3 Plans and follow up activities	6/4/2015 quarterly
G1.B4.S1.A2	Teachers will meet approximately monthly to analyze student work in writing and develop plan of action for addressing needs of all students.	Fishlock, Marisa	9/5/2014	Sign-in sheets, minutes from planning sessions, student work samples, lesson plans	9/30/2014 monthly
G2.B1.S1.A3	Each teacher will implement the Power 3 (high expectations, classroom	Fishlock, Marisa	9/5/2014	Class goals, student goals, authentic feedback and tasks produced by students, classroom walkthroughs	6/4/2015 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	discussions, and effective feedback within their classroom.				
G1.B4.S1.A3	Teachers will participate in on-going PLCs to analyze student work, modify instruction, and improve overall student achievement in writing.	Brown, Stacey	9/5/2014	Sign-in sheets, minutes from PLCs, Student Writing Samples	6/4/2015 biweekly
G1.MA1	Student writing folders with scores and feedback from classroom teacher will be reviewed throughout the year to determine progress towards improving student proficiency in writing.	Fishlock, Marisa	9/16/2014	Progress monitoring charts, Student Writing Folders, Tedder Database (scores reported monthly).	6/4/2015 quarterly
G1.B4.S1.MA1	Administration and School-based Leadership Team will monitor writing data collected monthly from classroom teachers to ensure effectiveness of implementation.	Fishlock, Marisa	9/16/2014	Monthly writing results from each class recorded in Tedder Database.	4/30/2015 monthly
G1.B4.S1.MA1	Administration will ensure all classroom teachers attend common planning sessions when provided during school day.	Fishlock, Marisa	9/16/2014	Sign-in sheets, meeting minutes, lesson plans	4/30/2015 every-6-weeks
G2.MA1	Collect and analyze iObservation data marks, student work, and student performance data.	Fishlock, Marisa	8/27/2014	Increase in effective feedback, classroom discussions, and high expectations.	6/4/2015 every-6-weeks
G2.B1.S1.MA1	Analyze performance data of students and teachers.	Fishlock, Marisa	9/18/2014	Increase in teacher performance of Power of 3 and increases in overall student proficiency.	6/4/2015 monthly
G2.B1.S1.MA1	Administration will conduct classroom walk-throughs and review lesson plans.	Fishlock, Marisa	8/25/2014	Classroom walk-through documentation will be maintained by administration.	6/4/2015 weekly
G2.B1.S1.MA3	Examine student artifacts from Professional Learning Communities.	Fishlock, Marisa	9/22/2014	Student work samples, PLC minutes, PLC agendas, and PLC sign in sheets	5/29/2015 biweekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. All teachers will increase student achievement proficiency in writing school-wide by implementing the English Language Arts Units of Study and incorporating the full writing process into their instruction.

G1.B4 Time to analyze student work and make instructional decisions necessary for student improvement in writing.

G1.B4.S1 Teachers and Instructional Coaches will engage in common planning time during the school day.

PD Opportunity 1

Teachers will meet approximately monthly to analyze student work in writing and develop plan of action for addressing needs of all students.

Facilitator

Stacey Brown, Literacy Coach; Marty Meek, Math Coach; Janice Finkin, Science Coach

Participants

K-5 Classroom teachers

Schedule

Monthly, from 9/5/2014 to 9/30/2014

PD Opportunity 2

Teachers will participate in on-going PLCs to analyze student work, modify instruction, and improve overall student achievement in writing.

Facilitator

PLC Facilitators and Literacy Coach

Participants

K-5 Classroom Teachers

Schedule

Biweekly, from 9/5/2014 to 6/4/2015

G2. All teachers will increase student achievement proficiency in all content areas school-wide by implementing effective feedback, classroom discussions, and high expectations.

G2.B1 Teachers need support in implementing effective feedback, classroom discussions, and high expectations.

G2.B1.S1 Implement on-going professional learning focused on effective feedback, classroom discussions, and high expectations (Power of 3) .

PD Opportunity 1

Teacher will engage in professional learning on the Power of 3.

Facilitator

Stacey Brown, Marty Meek, Janice Finkin, Jacqueline Sarrasin

Participants

Kindergarten-Fifth Grade Teachers.

Schedule

Monthly, from 8/5/2014 to 6/4/2015

Technical Assistance Items

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

Budget Rollup

Summary	
Description	Total
Goal 2: All teachers will increase student achievement proficiency in all content areas school-wide by implementing effective feedback, classroom discussions, and high expectations.	0
Grand Total	0

Goal 2: All teachers will increase student achievement proficiency in all content areas school-wide by implementing effective feedback, classroom discussions, and high expectations.		
Description	Source	Total
B1.S1.A1 - Teacher Incentive Funds	Other	0
Total Goal 2		0