# Tinker K 8 School



## 2014-15 School Improvement Plan

# Tinker K 8 School

8207 TINKER ST, MACDILL AFB, Tampa, FL 33621

[ no web address on file ]

## School Demographics

| **School Type** | **Title I** | **Free/Reduced Price Lunch** |
|---|---|---|
| Elementary | No | 29% |

| **Alternative/ESE Center** | **Charter School** | **Minority** |
|---|---|---|
| No | No | 52% |

## School Grades History

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

## School Board Approval

This plan is pending approval by the Hillsborough 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.

# Table of Contents

## 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 | 4 | Jim Browder |

| Former F | Turnaround Status |
|---|---|
| No | |

## Part I: Current School Status

**Supportive Environment**

### School Mission and Vision

**Provide the school's mission statement**

We will educate our children in academic, social, and physical skills to reach their maximum potential.

**Provide the school's vision statement**

We will be one of the top 10% of Hillsborough County Elementary Schools.

### School Environment

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

Teachers read through each students' cum folder, acquiring some background information on their students. At the beginning of the year, surveys are given out, inquiring about students' interests, strengths, weakness, medical information, and cultural information.
During the school year, a least two family nights are held in which students and parents come after school hours to enjoy the provided activities and build positive relationships with other students, teachers, and school community.

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

Students are welcomed by administration and staff as they arrive to school. Safety Patrol and staff members help arriving and departing students cross streets safely and travel to the cafeteria or classroom in the morning,or home after school. The school's gates are kept closed and locked during the school day, making the office the only access point into the school. The school is on constant modified lock-down in which all classrooms are kept locked before, during, and after school. Security Forces are present before and after school to ensure the safe travels of students and families to and from school.

**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**

Teachers set clear behavioral expectations for their students. When misbehavior occurs, teachers try various strategies to eliminate and minimize unwanted behaviors.
To minimize distractions during the day, front office staff try to minimize all-calls and coming to the classroom unless necessary. Only scheduled parents visits to classroom are allowed.

**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**

The school's guidance counselor provides lessons to classes, building character qualities such as: respect, responsibility, empathy, and kindness. Small group sessions are held in addition to whole-class, for students struggling with various issues such as parents who are deployed, anger issues, and other family situations. Because we are located on a military installation, our school is also provided with two Military & Family Life Counselors. They too pull small groups or individual students to discuss problems they may be facing, or feelings they are having towards specific parts of their life.

The MFLCs also provide assistance in the classroom when there are students who need additional support or display consistent, inappropriate behaviors.

**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**

Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
One or more suspensions, whether in school or out of school
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 |
|---|---|---|---|---|---|---|---|
| | **K** | **1** | **2** | **3** | **4** | **5** | |
| Attendance below 90 percent | 1 | 6 | 4 | 6 | 8 | 1 | 26 |
| One or more suspensions | 0 | 2 | 0 | 0 | 1 | 2 | 5 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 7 | 5 | 12 |

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

| Indicator | Grade Level | | Total |
|---|---|---|---|
| | **4** | **5** | |
| Students exhibiting two or more indicators | 2 | 1 | 3 |

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

Students exhibiting two or more of the early warning indicators are looked at by the PSLT team and discuss an action plan to improve academics, attendance, and behaviors. The Social Worker intervenes when regular attendance becomes an issue for studens and families. Students struggling academically are placed in the Rti group during FCIM and receive intensive instruction. Based on data collected from Rti and classroom assessments, students are referred for special programs designed to fit their learning needs.

## 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 website provides current information about the school, its missions and vision, as well as upcoming events and meetings, such as PTO and SAC meetings. The school newsletter is sent out to all parents with information about each grade-level and activities and events that are occurring.Wednesday folders are sent home each week with information about up-coming events at the school and community, as well as fundraisers that will be occurring or are on-going. Parents links are often used as another means to send out information to parents about upcoming events or share reminders such as picture day or school closures.

**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**

Regular communication between school administration and MacDill Air Force Base leadership ensures a secure partnership/relationship between the school and the local community. Additionally, the Air Force regularly provides volunteer and asset resources to our school to support student achievment.

## 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 |
| --- | --- |
| Mooy, Nancy | Principal |
| Dolcimascolo, Jessica | Assistant Principal |
| Brown, Marissa | Teacher, K-12 |
| Kaufman, Tawny | Teacher, K-12 |

**Duties**

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

The MTSS meets weekly or as needed to review school-wide data, recommend instructional practices and identify students requiring Tier2 or Tier3 interventions.
The MTSS reviews school-wide data to identify/analyze instructional needs and recommend effective instructional best practices. The school improvement plan addresses the MTSSs recommendations.

*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*

• In an effort to engage in a systematic date-based problem solving process, the school's Leadership Team/PSLT and PLCs use the problem solving process (Problem Identification, Problem Analysis, Intervention Design and Implementation and Evaluation to engage in data-driven decision making for core instruction. The process is outlined below:

o Analyze student outcomes and make data-driven decisions:

1. What is the problem? (Problem Identification)
2. Why is it occurring? (Problem Analysis and Barrier Identification)
3. What are we going to do about it? (Action Plan Design and Implementation)
4. Is it working? (Monitor Progress and Evaluate Action Plan Effectiveness)

o Identify the problem (based on an analysis of the data disaggregated via data sorts) in multiple areas – curriculum content, behavior, and attendance

o Develop and test hypotheses about why student/school problems are occurring (identify root causes and barriers to success).

o Develop and target interventions based on confirmed hypotheses.

o Identify appropriate progress monitoring assessments to be administered at regular intervals matched to the intensity of the level of instructional/intervention support provided.

o Develop grading period or units of instruction//intervention goals that are ambitious, time-bound, and measureable (e.g., SMART goals).

o Review progress monitoring data at regular intervals to determine when student(s) need more or less support (e.g., frequency, duration, intensity) to meet established class, grade, and/or school goals (e.g., use of data-based decision-making to fade, maintain, modify or intensify intervention, remediation and/or enrichment support).

o Each PLC develops PLC action plan for SIP strategy implementation and monitoring.

o Assess the implementation of the strategies on the SIP using the following questions:

1. Does the data show implementation of strategies are resulting in positive student growth?
2. To what extent are we making progress toward the school's SIP goals?
3. If we are making progress, what can we do to sustain what is working?
4. What barriers to implementation are we facing and how will we address them?
5. What should we do next? What should be our plan of action?

At the end and beginning of each year, schools take an inventory of resource materials, staff and allocation of funds for their building to determine the necessary resource materials and personnel available to meet the needs of their students. The leadership team/PSLT develops a resource map to identify gaps in resources and to ensure resources are available and allocated across the building for use by all grade levels and teachers.

To ensure teacher support systems and small group and individual needs are met, the Problem Solving Leadership Team (PSLT):

1. Review school-wide assessment data on an ongoing basis in order to identify instructional needs across the school and all grade levels.
2. Support the implementation of high quality instructional practices during core and intervention blocks.
3. Review progress monitoring data at the core to ensure fidelity of instruction and attainment of SIP goal(s) in curricular, behavioral, and attendance domains.
4. Communicate school-wide data to PLCs and facilitate problem solving within the content/grade level teams.

The PSLT meets regularly (e.g., bi-weekly/monthly) The PSLT meeting calendar is structured around the district's assessment calendar to ensure there are opportunities to review assessment outcome data and engage in the problem solving process for appropriate data-driven decisions. The members on the team include administrator(s), guidance counselor(s), school psychologist, ESE specialist, content area coaches/specialists, PLC liaisons, and other school personnel as needed.

To build capacity multi-tiered system of instructional delivery (Tier 1/Core, Tier 2/Supplemental and Tier 3/Intensive), the PSLT:

• Supports school teams with creating, managing and updating the school's resource maps for academic and non-academic areas.

• Ensures the master schedule incorporates allocated time for intervention support at all grade levels and assist teacher teams in identifying evidence-based strategies and materials for intervention delivery.
• Coordinates data sorts at the beginning of each year to identify students in need of enrichment, remediation and intervention support at each tier.
• Facilitates the implementation of specific programs (e.g., Extended Learning Programs during and after school; Saturday Academies) that provide support to students in need of remediation of core skills.
• Determines the school-wide professional development needs of faculty and staff and arrange trainings aligned with the SIP goals.
• Organizes and support systematic data collection (e.g., universal screenings, formative, ongoing progress monitoring and summative data).
• Assists and monitor teacher use of SMART goals for core instruction and intervention groups. (data will be collected and analyzed by PLCs and reported to the PSLT)
• Strengthen Tier 1 core instruction by:
o Implementing evidence-based instructional strategies and/or interventions. (as outlined in the SIP)
o Supporting PLCs with planning and delivering rigorous core instruction.
o Ensuring opportunities for common assessments are provided across each grade level.
o Reviewing common assessment data to monitor students Response to Core Instruction.
o Monitoring the fidelity of instructional practices.

### School Advisory Council (SAC)

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

| Name | Stakeholder Group |
|---|---|
| Marissa Brown | Teacher |
| Tawny Kaufman | Parent |
| Shelly Wresinski | Teacher |
| Nancy Mooy | Principal |
| Yolundra Whitehead | Teacher |
| Brandie Williams | Parent |
| Yenalee Stevens | Parent |
| Yavonne Sturdivant | Parent |
| Mike Genchi | Parent |
| | Student |
| Clarence Tanaka | Business/Community |

### 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*

Last year's data was compiled and shared with the entire faculty. As grade-levels and a whole faculty, we analyzed data, what groups of students we need to focus on in the future, and what areas are in need of improvement at each grade-level.

*Development of this school improvement plan*

Based upon the data provided by the TELL survey, the SAC committee brainstormed and voted on activities to be included in the SIP plan for the 2014-2015 school year.

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

Principal, Nancy Mooy receives allocated funds and prepares the budget based on student and school needs.

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

Funds will be used to achieve the goals on our school improvement plan. A portion of these funds will be used to provide professional development activities at the school such as Kagan: Cooperative Learning, and Reciprocal Teaching. Funds will also be used to acquire classroom resources to enhance instruction and student engagement.

### 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 |
| --- | --- |
| Mooy, Nancy | Principal |
| Dolcimascolo, Jessica | Assistant Principal |
| Brown, Marissa | Teacher, K-12 |
| Kaufman, Tawny | Teacher, K-12 |

### Duties

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

Implementation and evaluation of the SIP reading strategies across the content areas.
Professional Development: Book study, Co-planning, modeling and observation of research-based reading strategies within lessons across content areas.
Data-Analysis: (On Going)

Examine strengths and weaknesses of our reading practices within the school as demonstrated on state assessments. Once weaknesses have been identified the LLT will develop a plan of how to improve those areas of weakness.

## 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 time every second and fourth Tuesday of the month to collaboratively plan together. Teachers sit by grade-level and department to discuss and plan engaging activities and pull in various

resources such as books, videos, realia, and technology to make the lessons more engaging for the students. This time is provided for teachers specifically to collaboratively plan, per the teacher surveys.

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

Teacher Interview Day: General Directors
Haberman Star Interview: Nancy Mooy and Jessica Dolcimascolo
TES-Teacher Evaluation System: Nancy Mooy and Jessica Dolcimascolo
Opportunities for teacher leadership: Nancy Mooy and Jessica Dolcimascolo

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

Teachers with less than 2 years of experience are assigned a mentor through the Teacher Evaluation System. Mentors will have planned meetings with teachers, observations with feedback, collaboration on lesson planning and classroom strategies.

## 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***

It is ensured that the core instructional programs and materials are aligned to Florida's standards in a number of ways. Teachers participate in professional development activities to enhance instruction that is based on the Florida Standards. The school administrators also perform formal observations and walk-throughs in which they can assess and evaluate whether or not classroom instruction is aligned with the Florida Standards.

#### 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***

Every six weeks, each grade-level attends a PSLT meeting, in which teachers bring student data and additional information about students of concern who are not performing at grade-level standards. At the PSLT, the team analyzes the data and discusses the next steps to implement additional interventions for specific students and have them evaluated if under-performance is still occurring. Every first and third Tuesday of the month, grade-levels hold PLC's in which teachers discuss student data, students of concern, and learning trends they are observing. Grade-levels devise plans, strategies, and modifications to implement to ready their students for standardized testing.

***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:** Before School Program

**Minutes added to school year:** 1,440

Students struggling in one or more academic area are invited to attend the before school program, for an additional 30 minutes of instruction in an academic area.

*Strategy Rationale*

Students will be given more individualized instruction and gaps in learning can be more easily identified and filled while the classroom teacher can continue with their academic calendar.

*Strategy Purpose(s)*

- Core Academic Instruction

*Person(s) responsible for monitoring implementation of the strategy*
Mooy, Nancy, nancy.mooy@sdhc.k12.fl.us

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

Form assessments and informal classroom assessments.

**Strategy:** Summer Program

**Minutes added to school year:** 3,840

Students who perform below grade-level in Reading are invited to the school and county's Summer Reading Program. The program is a few hours each day during the summer for four weeks. During the time, students receive more individualized instruction in Reading to help build foundational reading skills to help them perform at grade-level.

*Strategy Rationale*

Students receive more individualized instruction in reading to help students perform at grade-level standards.

*Strategy Purpose(s)*

- Core Academic Instruction

*Person(s) responsible for monitoring implementation of the strategy*
Mooy, Nancy, nancy.mooy@sdhc.k12.fl.us

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

Form assessments and DRA scores

**Strategy:** After School Program

**Minutes added to school year:** 1,440

Students struggling in one or more academic area are invited to attend the after school program, for an additional 30 minutes of instruction in an academic area.

### Strategy Rationale

Students will be given more individualized instruction and gaps in learning can be more easily identified and filled while the classroom teacher can continue with their academic calendar.

### Strategy Purpose(s)

- Core Academic Instruction

### Person(s) responsible for monitoring implementation of the strategy
Mooy, Nancy, nancy.mooy@sdhc.k12.fl.us

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

Form assessments and informal classroom assessments

## 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

Teachers discuss student needs and behaviors with the teachers of the next grade-level, giving them information that may initially help the students transition into a new class and grade.

### College and Career Readiness

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

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

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

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

# School Improvement Goals

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

### Problem Solving Key

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

1 = Problem Solving Step         🔑 S123456 = Quick Key

## Strategic Goals Summary

**G1.**     Student achievement willl increase when teachers collaboratively plan for engaging and rigorous lessons, activities, student-led conferences, and safe questioning environments.

## 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.** Student achievement willl increase when teachers collaboratively plan for engaging and rigorous lessons, activities, student-led conferences, and safe questioning environments. 1a

G041050

### Targets Supported 1b

| Indicator | Annual Target |
|---|---|
| Highly Effective Teachers (Performance Rating) | 100.0 |

### Resources Available to Support the Goal 2

- professional development

- collaborative meetings

### Targeted Barriers to Achieving the Goal 3

- time

- lack of professional development

### Plan to Monitor Progress Toward G1. 8

Data will be collected from student scores on state mandated tests, norm-referenced tests, and content-based assessments provided by the district. Walk-throughs will also be conducted to monitor whether or not teachers are using the strategies they learned in the provided professional development activities as well as implement the plans that were collaboratively designed as a team.

**Person Responsible**

**Schedule**
Weekly, from 8/11/2014 to 6/12/2015

***Evidence of Completion***
Student test scores on the state mandated test should increase with the implementation of this plan. Teachers' evaluation scores should reflect the increase of implementation of engaging lessons and activities originating from professional development activities and collaborative 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.** Student achievement willl increase when teachers collaboratively plan for engaging and rigorous lessons, activities, student-led conferences, and safe questioning environments. 1

🔑 G041050

**G1.B1** time 2

🔑 B099626

**G1.B1.S1** allow for collaborative planning twice a month 4

🔑 S110908

**Strategy Rationale**

Allotted time for teachers to plan

**Action Step 1** 5

Meet collaboratively by grade-level and/or subject area to improve domain 1, planning and preparation as it relates to domain 3 (B and C) questioning and discussion and student engagment to increase student achievement.

**Person Responsible**

Nancy Mooy

**Schedule**

Biweekly, from 8/26/2014 to 6/2/2015

***Evidence of Completion***

Fidelity template, student assessments, lesson plans, walk-throughs, formal and informal observations

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

Teachers will meet in collaborative groups bi-monthly. During meetings a template will be completed to include teacher attendence, planning strategies, materials/preparation, distribution of responsiblities to achieve the goals of increasing student acievment, engagment, and rigor.

**Person Responsible**

**Schedule**

*Evidence of Completion*

Fidelity template, walk-throughs, formal and informal observations, student assessments

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

Ensure that collabortive planning time is not disrupted under any circumstance.

**Person Responsible**

**Schedule**

*Evidence of Completion*

Fidelity template, walk-throughs, formal and informal observations, student assessments

**G1.B2** lack of professional development  2

🔑 B099627

**G1.B2.S1** provide professional development quarterly based on needs  4

🔑 S110910

### Strategy Rationale

**Action Step 1**  5

SAC chairs will contact Professional Development department and request a trainer to attend faculty meetings for the purpose of the facutly on Kagan strategies and reciprocal teaching.

#### Person Responsible

Marissa Brown

#### Schedule

Quarterly, from 8/11/2014 to 6/5/2015

#### *Evidence of Completion*

Sign-in sheet from training to be collected by the Assistant Principal.

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

Sign-in sheets, exit-ticket to show training effectiveness

#### Person Responsible

Nancy Mooy

#### Schedule

Quarterly, from 8/11/2014 to 6/5/2015

#### *Evidence of Completion*

Walk-throughs to observe Kagan strategies being used and reciprocal teaching strategies being implemented.

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

Monitor through exit-tickets and walk-throughs

> ### Person Responsible
>
> ### Schedule
>
> ### *Evidence of Completion*
>
> Walk-throughs, exit tickets, teacher observations, student assessment scores

## 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 | Meet collaboratively by grade-level and/ or subject area to improve domain 1, planning and preparation as it relates to domain 3 (B and C) questioning and discussion and student engagment to increase student achievement. | Mooy, Nancy | 8/26/2014 | Fidelity template, student assessments, lesson plans, walk-throughs, formal and informal observations | 6/2/2015 biweekly |
| G1.B2.S1.A1 | SAC chairs will contact Professional Development department and request a trainer to attend faculty meetings for the purpose of the facutly on Kagan strategies and reciprocal teaching. | Brown, Marissa | 8/11/2014 | Sign-in sheet from training to be collected by the Assistant Principal. | 6/5/2015 quarterly |
| G1.MA1 | Data will be collected from student scores on state mandated tests, norm-referenced tests, and content-based assessments provided by the district. Walk-throughs will also be conducted to monitor whether or not teachers are using the strategies they learned in the provided professional development activities as well as implement the plans that were collaboratively designed as a team. | | 8/11/2014 | Student test scores on the state mandated test should increase with the implementation of this plan. Teachers' evaluation scores should reflect the increase of implementation of engaging lessons and activities originating from professional development activities and collaborative planning. | 6/12/2015 weekly |
| G1.B1.S1.MA1 | Ensure that collabortive planning time is not disrupted under any circumstance. | | Fidelity template, walk-throughs, formal and informal observations, student assessments | once | |
| G1.B1.S1.MA1 | Teachers will meet in collaborative groups bi-monthly. During meetings a template will be completed to include teacher attendence, planning strategies, materials/preparation, distribution of responsiblities to achieve the goals of increasing student acievment, engagement, and rigor. | | Fidelity template, walk-throughs, formal and informal observations, student assessments | once | |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|---|---|---|---|---|---|
| G1.B2.S1.MA1 | Monitor through exit-tickets and walk-throughs | | Walk-throughs, exit tickets, teacher observations, student assessment scores | once | |
| G1.B2.S1.MA1 | Sign-in sheets, exit-ticket to show training effectiveness | Mooy, Nancy | 8/11/2014 | Walk-throughs to observe Kagan strategies being used and reciprocal teaching strategies being implemented. | 6/5/2015 quarterly |

## 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 Opportuntities

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

**G1.** Student achievement willl increase when teachers collaboratively plan for engaging and rigorous lessons, activities, student-led conferences, and safe questioning environments.

### G1.B1 time

#### G1.B1.S1 allow for collaborative planning twice a month

**PD Opportunity 1**

Meet collaboratively by grade-level and/or subject area to improve domain 1, planning and preparation as it relates to domain 3 (B and C) questioning and discussion and student engagment to increase student achievement.

**Facilitator**

District facilitator

**Participants**

Teachers

**Schedule**

Biweekly, from 8/26/2014 to 6/2/2015

### G1.B2 lack of professional development

#### G1.B2.S1 provide professional development quarterly based on needs

**PD Opportunity 1**

SAC chairs will contact Professional Development department and request a trainer to attend faculty meetings for the purpose of the facutly on Kagan strategies and reciprocal teaching.

**Facilitator**

District trainer for Kagan strategies and reciprocal teaching

**Participants**

teachers and administrators

**Schedule**

Quarterly, from 8/11/2014 to 6/5/2015

## Technical Assistance Items

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