



## Ridgeview Elementary School

421 JEFFERSON AVE, Orange Park, FL 32065

<http://rve.oneclay.net>

### School Demographics

**School Type**  
Elementary

**Title I**  
No

**Free/Reduced Price Lunch**  
53%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority**  
33%

### School Grades History

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

### School Board Approval

This plan is pending approval by the Clay 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	2	<a href="#">Wayne Green</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

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

Our mission is to work collaboratively with all stakeholders to provide a public education experience that is motivating, challenging, and rewarding for all children. We will increase student achievement by providing students with learning opportunities that are rigorous, relevant and transcend beyond the boundaries of the school walls. We will ensure a working and learning environment built upon honesty, integrity, and respect. Through these values, we will maximize student potential and promote individual responsibility.

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

Ridgeview Elementary School exists to prepare life-long learners for success in a global and competitive workplace and in acquiring applicable life skills.

#### School Environment

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

RVE holds Open House events twice per year, there is an active volunteer organization, we use our bi-lingual staff to assist parents and students, forms are sent home in several languages and the phone systems offers to send phone messages in several languages, the majority of teachers are ESOL trained and certified. Classrooms and libraries contain culturally rich literature. Grade level specific cultural events .

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

RVE is a secure campus, gates are locked and access is only given through the Front Office. Parents have identity tags for the safe pick-up of students. RVE students are continually and actively supervised throughout the day. There is a 'buddy' system for students traveling around campus.

##### **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 grade levels have grade level adapted positive behavior plans, CHAMPS used in selected grades, school-wide noise levels. RVE has monthly Character Club awards.

##### **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 adopted series, Making Meaning and Being a Writer both have a social and emotional component used in each classroom. The guidance counselor teaches monthly lessons in character development. Students in crisis may call upon either of two guidance counselors, the school social worker, or the school psychologist.

#### 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**

Monthly attendance meeting which include: the attendance secretary, the school social worker and the assistant principal.

Weekly meetings with teams to look at MTSS data.

Weekly PLCs to look at student data and interventions.

**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	
	6	Total
Attendance below 90 percent	2	2
One or more suspensions	1	1
Course failure in ELA or Math	0	
Level 1 on statewide assessment	1	1

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

Indicator	Grade Level	
	6	Total
Students exhibiting two or more indicators	2	2

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

Social worker referral and home visits. Doctors' note and attendance contracts for excessive absences. Intensive Reading and Math classes, tutoring offered daily.

**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 uses all of the following on a regular basis to inform and involve stakeholders: Parent Portal, Monthly newsletters, Facebook, school website, local newspapers, the school marquee and the Parent Link phone system for weekly calls.

**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 fully support the use of its facilities to host the Boy and Girl Scouts of America. The school also assists parents by allowing the YMCA access to school facilities for day care services. The school seeks out business partners and showcases the school in local newspapers Facebook and the school marque.

**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
McLaughlin, Tracy	Principal
McHugh-Clark, Judi	Assistant Principal
Macdonald, Gina	Teacher, ESE
Brown, Cheryl	Teacher, K-12
Morris, Jennifer	Teacher, ESE
Millard, Dana	Teacher, K-12
Wakeley, Beverly	Teacher, K-12
Edmund, Leslie	Teacher, K-12
Green, Sarah	Teacher, K-12
Bazemore, Tiffany	Teacher, K-12
Bolebruch, Jennifer	Teacher, K-12
Gray, Crystal	Teacher, K-12

**Duties**

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

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

ESE Teacher, Kerry Freeman: Facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning in reading grades K-2.

General Education Teachers: Provides information about core instruction, participates in student data collection, delivers Tier I instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teacher: Participates in student data collection, integrates core instruction activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

District Intervention Specialist: Facilitates and supports data collection activities; assists in data

analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans. Assists grade levels in the development of Professional Learning Communities and/or Lesson Study.

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

Technology Specialist: Develops or brokers technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display.

Speech/Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systematic patterns of student need with respect to language skills.

Student Services Personnel: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

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

Baseline data: FAIR (County screener) via Progress Monitoring and Reporting Network (PMRN), Assessment and Information Management System (DataStar), FSA annual testing, Running Records, Performance Matters in all grades for math and science, Clay BUS for behavior, Early Reading Diagnostic Assessment (ERDA), Diagnostic Reading Assessment (DAR), and Compass Learning and Reading Eggs. End of Year: FAIR, and FSA. Alternate Assessment.

## School Advisory Council (SAC)

### Membership

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

Name	Stakeholder Group
Gina MacDonald	Teacher
Leslie Edmund	Teacher
Amy Bond	Education Support Employee
Tracy McLaughlin	Principal
Brian Buffalo	Business/Community
Laura Howard	Parent
Stephanie Murphy	Parent
Belinda Pinnell	Parent
Sara Raulerson	Parent
Mark Corbelli	Business/Community
Stan Turner	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*

At the final SAC meeting data was reviewed and analyzed in relation to the SIP goals.

*Development of this school improvement plan*

Each year a draft of the school improvement plan is presented for approval and input. The school administration and the SAC chair review each item with the council and discuss why goals were chosen. When finished, a motion is made to approve the school improvement plan. If it is not approved, changes are made then it is presented to SAC at the next meeting.

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

School budget is presented to SAC in draft form by the Principal to review, offer input and approve at the final meeting of the school year.

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

1. Weekly Readers/Time for Kids \$2066.43 budget line 0100.5100.0510.0401.1184  
\$1007.41 budget line 0100.5100.0510.0401.1183
2. Unique Learning System/News2You \$298.00 budget line 0100.5100.0510.0401.1184
3. Thursday folders \$172.50 budget line 0100.5100.0510.0401.1184

**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
McLaughlin, Tracy	Principal
McHugh-Clark, Judi	Assistant Principal
Millard, Dana	Teacher, K-12
Wakeley, Beverly	Teacher, K-12
Brown, Cheryl	Teacher, K-12
Edmund, Leslie	Teacher, K-12
Green, Sarah	Teacher, K-12
Bazemore, Tiffany	Teacher, K-12
Bolebruch, Jennifer	Teacher, K-12
Morris, Jennifer	Teacher, ESE

### Duties

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

This year the LLT will concentrate on assisting the lower 25% of readers in grades 4-6 as identified on the 2014 FCAT.

### 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 in all departments are provided with a one hour planning period each week during the regular school day. Opportunities are given to co-teach and observe each others lessons.

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

To recruit new teachers the administration will attend the District Job Fair on a yearly basis. To retain highly qualified teachers the administration will mentor teachers new to the school, provide professional development opportunities, provide formal and informal arrangements to collaborate with colleagues, teacher recognition programs, and professional learning communities. Persons responsible: Tracy McLaughlin and Judith McHugh-Clark

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

Administration will provide professional development opportunities, provide formal and informal arrangements to collaborate with colleagues, and provide opportunities for teachers to observe colleagues. Teachers will be paired by both grade level and subject taught for ease of pedagogical exchange.

### 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**

RVE will use weekly PLC logs and lesson plans to ensure Florida Standards are used for planning and instruction. Teachers will use county adopted core texts which are aligned to state standards. Teachers will use the Clay County Framework for Intentional Teaching to guide planning and instruction.

**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**

Teachers meet weekly to review data and plan interventions. Students who are not proficient are: given small group or individual instruction, recommended for tutoring and/or remediation activities. Instruction will be modified with extended time, reduced/modified assignments, or oral presentation. IDR time.

**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:** 6,000

Targeted students and students who volunteer, attend morning tutoring on a daily basis. Individuals use a variety of programs in Grades Three through Six and Reading Eggs in Kindergarten through Grade Two. Students in grades 4-6 are placed on individual programs according to needs targeted by FCAT initially and program generated data thereafter.

**Strategy Rationale**

Morning tutoring gives each student an additional forty minutes of individualized instruction per day. Instruction is aligned with standards.

**Strategy Purpose(s)**

- Core Academic Instruction

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

McLaughlin, Tracy, tlmclaughlin@oneclay.net

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

The data component of programs and Reading Eggs are analyzed on a weekly basis. FAIR data and Performance Matters data are analyzed by teachers in weekly meetings. All data is examined at quarterly meetings with Administration.

**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**

Kindergarten staggered entry, FLKRS Kindergarten testing, K-2 parent meeting, and orientation. Upon entering Ridgeview Elementary, each student is screened to assist the teachers in planning the most appropriate curriculum based on each students' need. FLKRS, ECHOS and FAIR are administered to each child on a one-on-one basis to determine their probability of initial reading success. Data from these screenings will be used to plan daily academic instruction for all students. If students are identified as needing assistance outside of the core curriculum; their names will be given to the SBLT.

FAIR will be re-administered mid-year and at the end of the year to determine student learning gains and determine the need for changes to the instructional/intervention programs

### **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.** INNOVATE: Increase students' writing skills through incorporating writing throughout every content area.
- G2.** ENGAGE: Increase student engagement throughout all content areas.
- G3.** EMPOWER: Increase Professional Development through PLCs

## 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. INNOVATE:** Increase students' writing skills through incorporating writing throughout every content area. 1a

G041819

**Targets Supported** 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	75.0

**Resources Available to Support the Goal** 2

- Being a Writer, journaling focus for all content areas, the 150 minute Literacy Block, Unique Learning System, Framework for Intentional Teaching

**Targeted Barriers to Achieving the Goal** 3

- Instructional time, lack of resources to print Unique Learning System

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

Portfolios and Journals

**Person Responsible**

Judi McHugh-Clark

**Schedule**

Monthly, from 9/2/2014 to 5/29/2015

**Evidence of Completion**

Portfolios, lesson plans and journals

**G2. ENGAGE:** Increase student engagement throughout all content areas. 1a

G041820

**Targets Supported** 1b

Indicator	Annual Target
FSA - Mathematics - Proficiency Rate	80.0

**Resources Available to Support the Goal** 2

- PLCs, Walk-Throughs for student engagement activities

**Targeted Barriers to Achieving the Goal** 3

- Planning time, lack of training in high yield engagement strategies

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

PLCs, formative assessments

**Person Responsible**

Judi McHugh-Clark

**Schedule**

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

**Evidence of Completion**

sign-in sheets and PLC logs

**G3. EMPOWER: Increase Professional Development through PLCs** 1a

G041821

**Targets Supported** 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	80.0

**Resources Available to Support the Goal** 2

- PLCs and Common Planning

**Targeted Barriers to Achieving the Goal** 3

- Time

**Plan to Monitor Progress Toward G3.** 8

Teacher response to professional discussion

**Person Responsible**

Judi McHugh-Clark

**Schedule**

On 5/29/2015

**Evidence of Completion**

Email and Discussion Board logs

## 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. INNOVATE:** Increase students' writing skills through incorporating writing throughout every content area.

**1**

 G041819

**G1.B1** Instructional time, lack of resources to print Unique Learning System **2**

 B101640

**G1.B1.S1** District PLCs and school PLCs **4**

 S112836

#### Strategy Rationale

to educate and inform teachers of best practice and instructional framework.

#### Action Step 1 **5**

PLCs

#### Person Responsible

Tracy McLaughlin

#### Schedule

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

#### Evidence of Completion

sign-in sheets and PLC logs

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

Lesson Plans and PLC logs

**Person Responsible**

Tracy McLaughlin

**Schedule**

Biweekly, from 8/12/2014 to 5/29/2015

***Evidence of Completion***

Use of Being a Writer, Making Meaning and Unique Learning reflected in lesson plans.

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

Portfolios and Journals

**Person Responsible**

Judi McHugh-Clark

**Schedule**

On 5/29/2015

***Evidence of Completion***

Portfolios, lesson plans and journals

**G2. ENGAGE: Increase student engagement throughout all content areas.** 1

 G041820

**G2.B1 Planning time, lack of training in high yield engagement strategies** 2

 B101641

**G2.B1.S1 PLCs and common planning time** 4

 S112837

**Strategy Rationale**

In PLCs and common planning teachers will align engagement strategies to standards based lessons.

**Action Step 1** 5

PLCs

**Person Responsible**

Tracy McLaughlin

**Schedule**

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

***Evidence of Completion***

sign in sheets, PLC logs and follow-up activities

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

PLC logs and feedback

**Person Responsible**

Tracy McLaughlin

**Schedule**

Weekly, from 9/2/2014 to 5/29/2015

***Evidence of Completion***

observation, data and logs

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

PLCs

**Person Responsible**

Tracy McLaughlin

**Schedule**

Weekly, from 9/2/2014 to 5/29/2015

**Evidence of Completion**

Teacher generated data and Reading Eggs data. Evidence during walk-throughs of the Instructional Framework. Evidence of collaborative classrooms.

**G3. EMPOWER: Increase Professional Development through PLCs 1**

 G041821

**G3.B1 Time 2**

 B101642

**G3.B1.S1 One hour common planning per week, virtual and email meetings 4**

 S112838

**Strategy Rationale**

Common planning scheduled during a double resource period.

**Action Step 1 5**

Team leaders will initiate discussion through emails or virtual boards

**Person Responsible**

Judi McHugh-Clark

**Schedule**

On 5/29/2015

**Evidence of Completion**

PLC logs, email log and discussion board

**Plan to Monitor Fidelity of Implementation of G3.B1.S1** 6

PLC logs, email and discussion board logs

**Person Responsible**

Judi McHugh-Clark

**Schedule**

On 5/29/2015

**Evidence of Completion**

Email, PLC logs and discussion board logs

**Plan to Monitor Effectiveness of Implementation of G3.B1.S1** 7

Teacher response to professional discussion

**Person Responsible**

Judi McHugh-Clark

**Schedule**

On 5/29/2015

**Evidence of Completion**

Email and Discussion Board logs

**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	PLCs	McLaughlin, Tracy	8/18/2014	sign-in sheets and PLC logs	5/29/2015 weekly
G2.B1.S1.A1	PLCs	McLaughlin, Tracy	8/18/2014	sign in sheets, PLC logs and follow-up activities	5/29/2015 weekly
G3.B1.S1.A1	Team leaders will initiate discussion through emails or virtual boards	McHugh-Clark, Judi	9/2/2014	PLC logs, email log and discussion board	5/29/2015 one-time
G1.MA1	Portfolios and Journals	McHugh-Clark, Judi	9/2/2014	Portfolios, lesson plans and journals	5/29/2015 monthly
G1.B1.S1.MA1	Portfolios and Journals	McHugh-Clark, Judi	8/18/2014	Portfolios, lesson plans and journals	5/29/2015 one-time
G1.B1.S1.MA1	Lesson Plans and PLC logs	McLaughlin, Tracy	8/12/2014	Use of Being a Writer, Making Meaning and Unique Learning reflected in lesson plans.	5/29/2015 biweekly
G2.MA1	PLCs, formative assessments	McHugh-Clark, Judi	8/18/2014	sign-in sheets and PLC logs	5/29/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.MA1	PLCs	McLaughlin, Tracy	9/2/2014	Teacher generated data and Reading Eggs data. Evidence during walk-throughs of the Instructional Framework. Evidence of collaborative classrooms.	5/29/2015 weekly
G2.B1.S1.MA1	PLC logs and feedback	McLaughlin, Tracy	9/2/2014	observation, data and logs	5/29/2015 weekly
G3.MA1	Teacher response to professional discussion	McHugh-Clark, Judi	9/9/2014	Email and Discussion Board logs	5/29/2015 one-time
G3.B1.S1.MA1	Teacher response to professional discussion	McHugh-Clark, Judi	9/9/2014	Email and Discussion Board logs	5/29/2015 one-time
G3.B1.S1.MA1	PLC logs, email and discussion board logs	McHugh-Clark, Judi	9/9/2014	Email, PLC logs and discussion board logs	5/29/2015 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. INNOVATE:** Increase students' writing skills through incorporating writing throughout every content area.

**G1.B1** Instructional time, lack of resources to print Unique Learning System

**G1.B1.S1** District PLCs and school PLCs

### PD Opportunity 1

PLCs

#### Facilitator

McLaughlin/ Clark

#### Participants

All teachers

#### Schedule

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

**G2. ENGAGE:** Increase student engagement throughout all content areas.

**G2.B1** Planning time, lack of training in high yield engagement strategies

**G2.B1.S1** PLCs and common planning time

### PD Opportunity 1

PLCs

#### Facilitator

McHugh- Clark and Morris

#### Participants

All teachers

#### Schedule

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

**G3. EMPOWER: Increase Professional Development through PLCs**

**G3.B1 Time**

**G3.B1.S1 One hour common planning per week, virtual and email meetings**

**PD Opportunity 1**

Team leaders will initiate discussion through emails or virtual boards

**Facilitator**

McHugh-Clark

**Participants**

All teachers

**Schedule**

On 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