

L. D. McArthur Elementary School



2014-15 School Improvement Plan

L. D. McArthur Elementary School

330 E TEN MILE RD, Pensacola, FL 32534

www.escambia.k12.fl.us

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
66%

Alternative/ESE Center
No

Charter School
No

Minority
41%

School Grades History

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

School Board Approval

This plan was approved by the Escambia County School Board on 11/18/2014.

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
Not In DA	1	Melissa Ramsey
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of McArthur Elementary School is to have parents and staff working together to facilitate a safe learning environment where all children are valued as they are provided tools for successful citizenship and the foundation for life-long learning.

Provide the school's vision statement

We, the faculty and staff of McArthur Elementary, believe that all children are important. Our goal is to build an environment that encourages the learning and development of the individual student in all phases of academic, physical, creative and emotional experiences by providing a positive classroom climate.

School Environment

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

Each teacher contacts each family prior to the start of school to discuss the parent's concerns for their student, academic needs, interests and the parents's goals for the school year. The teacher participates in activities with their students that encourages relationships among classmates and team building.

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

Students are encouraged to participate in all aspects of school. The school closed Circuit television program is run by students, directed by students and managed by students. Parent conference are student lead and each student sets their own academic goals for the year.

Students may request assistance from the Principal, Assistant Principal or Guidance Counselor at any time.

Positive Behavior Plans are created and used by all staff.

Parent concerns are addressed in a timely manner.

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

Each classroom teacher builds his/her own classroom rules involving the students. The school-wide Plan includes several brief time outs for the student to re-direct their own behavior and focus on school activities. At the beginning of the year Assemblies are held to talk about behavior expectations and the students are encouraged to respect each other.

Teacher lead training helps to identify concerns for student behavior and explore solutions.

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

Our Guidance program promotes respect for self and others. Counseling is provided when concerns are expressed by the student, parent or staff. A No Bullying Program is presented to all students and

staff at the beginning of the year. Mentors are assigned to identified students and Volunteers are actively recruited each year to assist struggling students.

Students earn Eagle bucks that can be used weekly in the Eagle's Nest Store and to attend Celebrations at the end of each nine week period. An Eagle of the Week is identified and announced on the Morning News Show and students are recognized for reaching Reading Goals on a weekly show by the School's Rock Star, Roxie Read Alot.

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

Tardies, Early Check outs and absences are monitored daily by staff and faculty. After three tardies/ early check outs, the classroom teacher or Principal contacts the family to assist. An After School Study Hall is used to help students make-up missed work and stress the importance of school attendance. Parent Conferences are held to discuss concerns and problems to improve attendance. The School Discipline Committee monitors Attendance and discusses ways to increase attendance or decrease tardies. Positive behavior is recognized and celebrated.

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	8	17	13	9	12	13	72
One or more suspensions	1	0	0	0	0	0	1
Course failure in ELA or Math	0	2	5	4	5	6	22
Level 1 on statewide assessment	0	0	0	2	28	30	60

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

Indicator	Grade Level				Total
	1	3	4	5	
Students exhibiting two or more indicators	1	4	14	10	29

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

Mentors and volunteers for one on one support
Parent Educator to support families
Tutors
Positive Behavior Program
Eagle Student of the Week
AR Certificates
Attendance Ribblons

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/173979>.

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

Our School Guidance Counselor and PTA President work closely with our business partners through education programs, fund raising and community field trips. The PTA President contacts local business for special projects and local businesses contact us to offer support. Mentors are recruited to assist students one on one and volunteers are trained to provide support in the classroom and school-wide.

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
Vaughn, Tama	Principal

Duties

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

The SBLT will focus meetings on developing and maintaining a problem-solving process to encourage and support high achievement in our teachers, staff and students. The Team will meet bi-weekly to discuss concerns, student data and problem-solve. The members will meet back with each grade level to share ideas and solutions for growth. The SIP will be the road map for school-wide growth in academic performance.

The SBLT selected Student Engagement and Student Involvement in DATA/Learning as our focus for the 2014 - 2015 school year.

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

The School Wide Leadership(SBLT) Team will meet bi-weekly to review progress in SIP goals and student data. The SBLT will review Professional Development needed to support growth and concerns, develop support materials for use in the classroom for small group instruction/data analysis and guidance for lesson planning .

Services for migrant children are provided by the District level Title I office. After thorough checking of the Migrant Student Information Exchange System and our local Student Data Base and determined we do not have migrant children at this time.

Services to neglected and delinquent students are provided by various district-operated programs. These services are overseen by Title I Office.

Professional Development is offered at both the school and district level.

Services for English Language Learners are provided as required by law. Several ESOL centers are provided at various key locations in the district. Students who do not attend centrally located school-based sites attend their zoned school where ESOL endorsed teachers provide services. All teachers who serve ELL identified students have or are working on ESOL endorsement. The school works with the district's Homeless Coordinator to provide resources for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. This program is overseen by the District Title I Office. McArthur Elementary has identified 15 homeless students and provide additional assistance to these and their families.

SAI monies were increased to \$17,710 . We will use these monies to provide extra support to retained students, students not meeting proficiency levels in reading, math, writing and science and students failing to meet performance levels required for promotion.

The school offers a non-violence and anti-drug program to students that incorporate guest speakers, speakers, counseling and classroom discussion. Red Ribbon week is held October with school-wide activities and guest speakers. Through our school's School-Wide Behavior Management Plan, we provide training for faculty, staff, and students regarding bullying. The Jeffery Johnson Stand Up for all Students Act requires our school district to adopt an official policy prohibiting bullying and harassment of students and staff on school grounds, at school-sponsored events, and through school computer networks. Our district launched the "Bullying" reporting website where bullies may be reported anonymously. This program will be continued into 2014-2015 school year.

Our school is committed to continue offering nutritional choices in our cafeteria. This includes salad bars and self-serve options. Our school is also a Healthier generation Alliance School. The school follows the district nutrition program. McArthur has been awarded the Bronze Award for the second time. McArthur is the only elementary to achieve this award two times.

Housing is offered at the district level and overseen by the Title I District Office. This program is not applicable to McArthur Elementary.

The Head Start Program is offered at the district level and several Head Start programs are housed at various elementary schools in the district. This program is overseen by the Title I Pre-kindergarten Office. McArthur is not a site for the Head Start Program.

Evening programs are offered at all Escambia high schools. A "Second Chance" program is also in place for juvenile offenders. Pensacola State College also provides programs for adults over 16 years of age.

A Career Day is coordinated by the Guidance Counselor. Activities include gust speakers, classroom activities/presentations and research into different careers.

Job Training - N/A

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Angela Grubbs	Business/Community
Terretta Bain	Teacher
Sara Tate	Parent
Valerie Green	Parent
Stephanie Flowers	Parent
Cody Powell	Parent
Francisca Uvah	Parent
Luisa Parker	Parent
Amy Philley	Parent
Tama Vaughn	Principal

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 represents the school community and assists in developing our school educational priorities, assessing our school's needs and identifying needed resources. This is reflected in the School Improvement Plan as goals for the new year.

Development of this school improvement plan

The SAC members met and reviewed the FCAT, GoMath and Discovery Education data from the 2013-2014 school year. Concerns and ideas were shared for improvement of student performance. The SAC voted to continue parent involvement through Family Nights, parent conferences, PTA and volunteers.

Preparation of the school's annual budget and plan

Input is gathered from the SAC to address in the new Budget and in-corporate in the programs for the new year.

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

Supplemental Academic Instruction(SAI) funds will be \$17,750 for the 2014 - 2015 school year. The funds will used for parent conferences for all grade levels Kindergarten - 5th grade, computer hardware to support new district and state testing programs, textbooks, ipads for students and supplies for tracking student progress.

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
Vaughn, Tama	Principal
Johnecheck, Cheryl	Assistant Principal
Jones, Anna	Teacher, K-12
Benoit, Elizabeth	Teacher, K-12
Burrill, Terry	Instructional Media
English, Terretta	Teacher, K-12
Gill, Nikki	Teacher, K-12
Varner, Jessica	Teacher, K-12
Gier, Brandy	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The SBLLT will focus on implementing the new reading series as it relates to the Common Core Standards. Support materials were recommended and provided for the faculty during pre-planning. Additional emphasis will be given to close reading instruction and the use of assessments to improve instruction.

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

The master schedule provides a common planning time for each grade level. All school committees ask for faculty interest and volunteers. Collaboration of faculty members encourages team work and representation of all views. Faculty members are asked for input into curriculum expenditures, budget, staff development and school needs.

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

McArthur Elementary has 100% Highly Qualified Teachers in the core subjects. The District supported the START Program will assist beginning teachers. New teachers recruited have ESOL certification and are highly qualified as determined by the state requirements.

Teachers are given leadership roles and serve in all aspects of the school environment.

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

First year teachers or teachers new to McArthur Elementary are assigned a Support teacher from the same grade level or area. This provides additional support as the teacher begins the new year. First year teachers also have a START teacher assigned from the District to observe and support the teacher throughout the school year.

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

Only state adopted materials are used for the curriculum.
School Representatives attend all District Training and train the school faculty.
Classroom walk-throughs are maintained throughout the year.

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

Student Testing scores i.e. FCAT, Discovery Ed, STAR, DRA are evaluated to determine strengths and weakness. Students with similar needs are grouped together and then given small group instruction and individual instruction. The 3rd, 4th and 5th grade student in the lower quartile get additional support with the Teacher Aide, struggling 1st grades have additional small group instruction with a Tutor, struggling 2nd graders will participate in the Reading for Understanding Program coordinated through Florida State University.

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: After School Program

Minutes added to school year: 0

Homework support

Strategy Rationale

Support for students

Strategy Purpose(s)

- Core Academic Instruction
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Vaughn, Tama, tvaughn@escambia.k12.fl.us

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

Discovery Ed 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

Each Spring, our Kindergarten teachers invite VPK and pre-school students to meet our staff and teachers and tour our school. The Kindergarten teachers meet individually with each student that

registered at McArthur to introduce themselves and assess each student. Programs are provided to 5th graders to answer questions about Middle School. Parent Meetings are provided to help with middle school transition.

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.** Increase student involvement and accountability through Student Success binders. Include student in parent conferences using Student success binders.
- G2.** Increase student engagement during instructional delivery through teacher to student discourse.

Strategic Goals Detail

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

G1. Increase student involvement and accountability through Student Success binders. Include student in parent conferences using Student success binders. 1a

G042131

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	74.0

Resources Available to Support the Goal 2

- District funding for binders and dividers
- Teacher support/guidance
- Supportive administration
- Common classroom goals

Targeted Barriers to Achieving the Goal 3

- Lack of time to implement
- Fidelity of implementation

Plan to Monitor Progress Toward G1. 8

Student Success binders will be located in the classroom, easily accessible.

Person Responsible

Cheryl Johncheck

Schedule

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

Evidence of Completion

All binders will be visible

G2. Increase student engagement during instructional delivery through teacher to student discourse. 1a

G042132

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	74.0

Resources Available to Support the Goal 2

- School level Professional development
- Focus for documentation

Targeted Barriers to Achieving the Goal 3

- Attendance
- Lack of Professional Development

Plan to Monitor Progress Toward G2. 8

Student participation will increase during lessons

Person Responsible

Cheryl Johncheck

Schedule

Biweekly, from 9/8/2014 to 5/22/2015

Evidence of Completion

Observation

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. Increase student involvement and accountability through Student Success binders. Include student in parent conferences using Student success binders. **1**

 G042131

G1.B1 Lack of time to implement **2**

 B102665

G1.B1.S1 Designate a school-wide time for students to work with binder **4**

 S113783

Strategy Rationale

Scheduled time increases implementation

Action Step 1 **5**

Review student binders

Person Responsible

Cheryl Johncheck

Schedule

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

Evidence of Completion

Student binder will have up to date data and student work filed in notebook.

Action Step 2 5

Incomplete Student bidders

Person Responsible

Tama Vaughn

Schedule

Quarterly, from 8/18/2014 to 5/22/2015

Evidence of Completion

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

Review first grading period

Person Responsible

Cheryl Johncheck

Schedule

Quarterly, from 9/8/2014 to 10/17/2014

Evidence of Completion

Notebooks will be up to date with student data and work examples.

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

Administrators will visit classrooms and select a student to discuss Student Success binder.

Person Responsible

Tama Vaughn

Schedule

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

Evidence of Completion

Student Success Binder

G1.B1.S3 Teacher-Parent conferences 4

S113785

Strategy Rationale

Conferences scheduled on School calendar provides target goal for completion.

Action Step 1 5

Teachers schedule parent conferences

Person Responsible

Schedule

On 11/28/2014

Evidence of Completion

Teacher schedule

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

All teachers will schedule a parent conference with each student.

Person Responsible

Tama Vaughn

Schedule

On 12/19/2014

Evidence of Completion

School Calendar will have dates of each parent conference day.

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Parent conferences will give information on student progress, weakness and strengths and ways to support at home.

Person Responsible

Tama Vaughn

Schedule

On 5/29/2015

Evidence of Completion

Student Success binder will log parent confence

G1.B4 Fidelity of implementation 2

 B102668

G1.B4.S1 Routine reviews of student binders 4

 S113786

Strategy Rationale

Support can be given to help with completion and answer questions.

Action Step 1 5

Administrative walk through

Person Responsible

Tama Vaughn

Schedule

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

Evidence of Completion

Binders will have up to date documentation

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

Binders will be up to date with ongoing assessment documentation

Person Responsible

Cheryl Johnecheck

Schedule

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

Evidence of Completion

Binders contain data

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

Students will be aware of own progress and discuss progress

Person Responsible

Schedule

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

Evidence of Completion

Teacher, administrative conversations

G2. Increase student engagement during instructional delivery through teacher to student discourse. 1

 G042132

G2.B1 Attendance 2

 B102670

G2.B1.S1 Notify parents of number of tardies 4

 S113787

Strategy Rationale

Targets needs or barriers

Action Step 1 5

Students will be observed in small group activities

Person Responsible

Cheryl Johnecheck

Schedule

Weekly, from 9/8/2014 to 5/22/2015

Evidence of Completion

Reminders and check attendance on report cards

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

Decrease student tardies and unexcused absences

Person Responsible

Tama Vaughn

Schedule

Daily, from 9/2/2014 to 5/22/2015

Evidence of Completion

Number of tardies and absence will decrease

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

Student engagement will be observed

Person Responsible

Cheryl Johnecheck

Schedule

Monthly, from 9/8/2014 to 5/22/2015

Evidence of Completion

Checklist

G2.B1.S2 After school Study Hall for students with 5 or more tardies **4**

 S113788

Strategy Rationale

Motivate students and parents

Action Step 1 **5**

Study Hall

Person Responsible

Cheryl Johnecheck

Schedule

Daily, from 8/25/2014 to 5/22/2015

Evidence of Completion

Parent form signed

Action Step 2 **5**

Perfect Attendance Certificate

Person Responsible

Cheryl Johnecheck

Schedule

Quarterly, from 10/17/2014 to 5/29/2015

Evidence of Completion

Teacher includes certificate with report card

Plan to Monitor Fidelity of Implementation of G2.B1.S2 **6**

Attendance will be taken each week

Person Responsible

Tama Vaughn

Schedule

Weekly, from 8/18/2014 to 5/22/2015

Evidence of Completion

Teacher will use Focus to check attendance/tardies to check participation

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Total number of absences and tardies will be reported each nine weeks

Person Responsible

Tama Vaughn

Schedule

Daily, from 8/18/2014 to 5/22/2015

Evidence of Completion

School Wide Behavior Plan will document number of tardies and attendance each nine weeks

G2.B1.S3 Parent conferences 4

 S113789

Strategy Rationale

Build strong relationships

Action Step 1 5

Parent will be notified when attendance is impacting student academic success

Person Responsible

Tama Vaughn

Schedule

Weekly, from 9/2/2014 to 5/22/2015

Evidence of Completion

Attendance notebook will contain completed forms

Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

Attendance will be reviewed weekly

Person Responsible

Tama Vaughn

Schedule

Weekly, from 9/2/2014 to 5/22/2015

Evidence of Completion

School Based Behavior Plan will track Tardies and Absences, Report cards will be reviewed, Teachers will be reminded to track attendance.

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7

Parent Conferences and Child Studies will be scheduled.

Person Responsible

Tama Vaughn

Schedule

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

Evidence of Completion

School attendance will be reviewed to determine if numbers have improved.

G2.B2 Lack of Professional Development 2

 B102671

G2.B2.S1 Professional Development with Student Engagement Strategies 4

 S113790

Strategy Rationale

Increase skills to increase student engagement

Action Step 1 5

Will develop training with handouts on Kagan and other Strategies

Person Responsible

Cheryl Johnecheck

Schedule

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

Evidence of Completion

Strategies used documented in Lesson Plans and observation

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

Visit all classrooms twice a month to observe effectiveness of teacher to student discourse

Person Responsible

Cheryl Johnecheck

Schedule

Biweekly, from 9/8/2014 to 5/22/2015

Evidence of Completion

CWT, Observations

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

will observe more student lead activities

Person Responsible

Cheryl Johncheck

Schedule

Biweekly, from 9/8/2014 to 5/22/2015

Evidence of Completion

CWT, Observations

G2.B2.S2 Demonstrate Kagan and other Strategies 4

 S113791

Strategy Rationale

Modeling to increase skills

Action Step 1 5

Teachers will be trained on Kagan Strategies

Person Responsible

Tama Vaughn

Schedule

Every 2 Months, from 9/8/2014 to 5/6/2015

Evidence of Completion

Professional Development sign-in forms

Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

Teachers will attend Kagan Training

Person Responsible

Tama Vaughn

Schedule

Quarterly, from 9/8/2014 to 5/20/2015

Evidence of Completion

Kagan Strategies will be observed in the classroom

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7

The use of Kagan Strategies in the classroom

Person Responsible

Cheryl Johnecheck

Schedule

Monthly, from 9/8/2014 to 5/22/2015

Evidence of Completion

Kagan Strategies will be observed in the classroom

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	Review student binders	Johnecheck, Cheryl	9/8/2014	Student binder will have up to date data and student work filed in notebook.	5/29/2015 quarterly
G1.B1.S3.A1	Teachers schedule parent conferences		9/22/2014	Teacher schedule	11/28/2014 one-time
G1.B4.S1.A1	Administrative walk through	Vaughn, Tama	8/18/2014	Binders will have up to date documentation	5/29/2015 weekly
G2.B1.S2.A1	Study Hall	Johnecheck, Cheryl	8/25/2014	Parent form signed	5/22/2015 daily
G2.B1.S3.A1	Parent will be notified when attendance is impacting student academic success	Vaughn, Tama	9/2/2014	Attendance notebook will contain completed forms	5/22/2015 weekly
G2.B2.S1.A1	Will develop training with handouts on Kagan and other Strategies	Johnecheck, Cheryl	9/8/2014	Strategies used documented in Lesson Plans and observation	5/29/2015 monthly
G2.B2.S2.A1	Teachers will be trained on Kagan Strategies	Vaughn, Tama	9/8/2014	Professional Development sign-in forms	5/6/2015 every-2-months
G2.B1.S1.A1	Students will be observed in small group activities	Johnecheck, Cheryl	9/8/2014	Reminders and check attendance on report cards	5/22/2015 weekly
G2.B1.S2.A2	Perfect Attendance Certificate	Johnecheck, Cheryl	10/17/2014	Teacher includes certificate with report card	5/29/2015 quarterly
G1.B1.S1.A2	Incomplete Student binders	Vaughn, Tama	8/18/2014		5/22/2015 quarterly
G1.MA1	Student Success binders will be located in the classroom, easily accessible.	Johnecheck, Cheryl	9/2/2014	All binders will be visible	5/29/2015 quarterly
G1.B1.S1.MA1	Administrators will visit classrooms and select a student to discuss Student Success binder.	Vaughn, Tama	9/8/2014	Student Success Binder	5/29/2015 quarterly
G1.B1.S1.MA1	Review first grading period	Johnecheck, Cheryl	9/8/2014	Notebooks will be up to date with student data and work examples.	10/17/2014 quarterly
G1.B4.S1.MA1	Students will be aware of own progress and discuss progress		9/8/2014	Teacher, administrative conversations	5/29/2015 biweekly
G1.B4.S1.MA1	Binders will be up to date with ongoing assessment documentation	Johnecheck, Cheryl	9/8/2014	Binders contain data	5/29/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S3.MA1	Parent conferences will give information on student progress, weakness and strengths and ways to support at home.	Vaughn, Tama	9/6/2014	Student Success binder will log parent conferece	5/29/2015 one-time
G1.B1.S3.MA1	All teachers will schedule a parent conference with each student.	Vaughn, Tama	9/22/2014	School Calendar will have dates of each parent conference day.	12/19/2014 one-time
G2.MA1	Student participation will increase during lessons	Johnecheck, Cheryl	9/8/2014	Observation	5/22/2015 biweekly
G2.B1.S1.MA1	Student engagement will be observed	Johnecheck, Cheryl	9/8/2014	Checklist	5/22/2015 monthly
G2.B1.S1.MA1	Decrease student tardies and unexcused absences	Vaughn, Tama	9/2/2014	Number of tardies and absence will decrease	5/22/2015 daily
G2.B2.S1.MA1	will observe more student lead activities	Johnecheck, Cheryl	9/8/2014	CWT, Observations	5/22/2015 biweekly
G2.B2.S1.MA1	Visit all classrooms twice a month to observe effectiveness of teacher to student discourse	Johnecheck, Cheryl	9/8/2014	CWT, Observations	5/22/2015 biweekly
G2.B1.S2.MA1	Total number of absences and tardies will be reported each nine weeks	Vaughn, Tama	8/18/2014	School Wide Behavior Plan will document number of tardies and attendance each nine weeks	5/22/2015 daily
G2.B1.S2.MA1	Attendance will be taken each week	Vaughn, Tama	8/18/2014	Teacher will use Focus to check attendance/tardies to check participation	5/22/2015 weekly
G2.B2.S2.MA1	The use of Kagan Strategies in the classroom	Johnecheck, Cheryl	9/8/2014	Kagan Strategies will be observed in the classroom	5/22/2015 monthly
G2.B2.S2.MA1	Teachers will attend Kagan Training	Vaughn, Tama	9/8/2014	Kagan Strategies will be observed in the classroom	5/20/2015 quarterly
G2.B1.S3.MA1	Parent Conferences and Child Studies will be scheduled.	Vaughn, Tama	9/2/2014	School attendance will be reviewed to determine if numbers have improved.	5/29/2015 weekly
G2.B1.S3.MA1	Attendance will be reviewed weekly	Vaughn, Tama	9/2/2014	School Based Behavior Plan will track Tardies and Absences, Report cards will be reviewed, Teachers will be reminded to track attendance.	5/22/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Increase student involvement and accountability through Student Success binders. Include student in parent conferences using Student success binders.

G1.B1 Lack of time to implement

G1.B1.S1 Designate a school-wide time for students to work with binder

PD Opportunity 1

Review student binders

Facilitator

Administration and School Based Leadership Team

Participants

Faculty

Schedule

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

PD Opportunity 2

Incomplete Student binders

Facilitator

School Based Leadership Team

Participants

Faculty

Schedule

Quarterly, from 8/18/2014 to 5/22/2015

G2. Increase student engagement during instructional delivery through teacher to student discourse.

G2.B1 Attendance

G2.B1.S2 After school Study Hall for students with 5 or more tardies

PD Opportunity 1

Study Hall

Facilitator

Administration

Participants

Faculty

Schedule

Daily, from 8/25/2014 to 5/22/2015

G2.B1.S3 Parent conferences

PD Opportunity 1

Parent will be notified when attendance is impacting student academic success

Facilitator

Guidance counselor and Administrator

Participants

All classroom teachers

Schedule

Weekly, from 9/2/2014 to 5/22/2015

G2.B2 Lack of Professional Development

G2.B2.S1 Professional Development with Student Engagement Strategies

PD Opportunity 1

Will develop training with handouts on Kagan and other Strategies

Facilitator

Principal

Participants

Faculty

Schedule

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

G2.B2.S2 Demonstrate Kagan and other Strategies

PD Opportunity 1

Teachers will be trained on Kagan Strategies

Facilitator

Kagan training Teachers

Participants

all teachers

Schedule

Every 2 Months, from 9/8/2014 to 5/6/2015

Technical Assistance Items

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

G1. Increase student involvement and accountability through Student Success binders. Include student in parent conferences using Student success binders.

G1.B1 Lack of time to implement

G1.B1.S3 Teacher-Parent conferences

PD Opportunity 1

Teachers schedule parent conferences

Facilitator

Administration and SBLT

Participants

Faculty

Schedule

On 11/28/2014

G1.B4 Fidelity of implementation

G1.B4.S1 Routine reviews of student binders

PD Opportunity 1

Administrative walk through

Facilitator

Administration

Participants

Faculty

Schedule

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

Budget Rollup

Summary	
Description	Total
Goal 1: Increase student involvement and accountability through Student Success binders. Include student in parent conferences using Student success binders.	2,550
Goal 2: Increase student engagement during instructional delivery through teacher to student discourse.	50
Grand Total	2,600

Goal 1: Increase student involvement and accountability through Student Success binders. Include student in parent conferences using Student success binders.		
Description	Source	Total
B1.S1.A1 - binders and dividers for new students	Title I Part A	150
B1.S3.A1 - Teacher/Parent Conferences K - 5	Title I Part A	2,400
Total Goal 1		2,550

Goal 2: Increase student engagement during instructional delivery through teacher to student discourse.		
Description	Source	Total
B1.S2.A2 - Ceritficates	Title I Part A	50
B2.S2.A1 - District Training	Other	0
Total Goal 2		50